DOCUMENT RESUME

ED 306 913 HE 022 638

AUTHOR	Lopez-Caples, Minerva
TITLE	Bilingual Education Programs, Central Washington State Univesity.
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.; Central Washington Univ., Ellensburg.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	88
GRANT	G008425168; G008635315
NOTE	107p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Access to Education; Asian Americans; *Bilingual Education Programs; Bilingual Teachers; Equal Education; Higher Education; Hispanic Americans; Intercultural Communication; Language; *Limited English Speaking; Linguistics; Majors (Students); *Minority Groups; Models; Program Descriptions; Program Development; State Universities; *Teacher Education Curriculum
IDENTIFIERS	*AASCU ERIC Model Programs Inventory Project; *Central Washington University

ABSTRACT

The Bilingual Education Programs at Central Washington University (CWU) are described in this report. CWU has developed programs for training teachers to deal with Limited English Proficient (LEP) students in both undergraduate and advanced study. Training includes language and linguistics, culture and bicultural education methodology, and development of intercultural communication skills. Minority language students are encouraged to participate to help provide more minority language bilingual teachers for role models. In 1979, CWU instituted a Bilingual Studies major which has been expanded to become the Bilingual Intercultural Education major and minor. The graduate programs have added four areas with bilingual specialization. There are now tenure track positions for bilingual education personnel. Non-minority students are being trained in dealing with linguistic and cultural equity issues in public schools. This program has successfully met its recruitment quotas by insuring that over 50% of its clientele is from minority groups. Some recommendations for a small university wishing to implement such a program with minimal resources include: use existing university and outside resources; get an institutional commitment; and develop close communications with districts with bilingual programs and LEP populations. Three appendixes making up the bulk of the document provide: (1) a description of the various program options available at CWU plus a brief course description; (2) a sample evaluation of the bilingual education graduate studies program; and (3) a site visit report by a federal official. (SM)

ED306913

BILINGUAL EDUCATION PROGRAMS

CENTRAL WASHINGTON STATE UNIVERSITY

CURRENT FEDERAL PROJECTS RELATED TO BILINGUAL PROGRAMS:

Office of Bilingual Education and Minority Language Affairs:

BILINGUAL EDUCATION GRADUATE STUDIES PROGRAM
Project # 003KH50089
Grant # G008425168

TRAINING OF BILINGUAL EDUCATION TEACHERS PROGRAM
Project # 003RH60117
Grant # G008635315

BILINGUAL EDUCATION PROGRAMS:

Director/Coordinator: Dr. Minerva Lopez-Caples
Education Department, Black Hall 217
Central Washington University
Ellensburg, Washington 98926
(509) 963-1071

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Minerva Lopez-Caples

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

BEST COPY AVAILABLE

ABSTRACT

The history of the Bilingual Education Programs at Central Washington University is lagely a story of a small university with limited resources and how it has addressed the issue of educational equity. It is a story of minority student recruitment and Federal grant sources while developing institutionalized equity oriented teacher training programs for the mainstream.

Located in Central Washington just east of the Cascade Mountain range, CWU has developed programs for training teachers to deal with the Limited English Proficient Student (LEP) on both sides of the mountains. For the Asian Pacific children who have settled along the coast, west of the mountains and for the Mexican, Mexican American children who have populated the rich agricultural regions of eastern Washington.

The University began its involvement with bilingual education when it started a career ladder training for paraprofessional instructional assistants in 1976. Coursework was taken off campus, close to the workplace. This was supported through a grant from the Office of the Superintendent of Public Instruction, Title I Migrant. By 1979 the CWU had instituted a Bilingual Studies Major. Subsequently the University looked to the Title VII Bilingual Education Act for further funding. Two staff persons were hired to manage, refine and expand the Bilingual offerings with the Title VII grants. The staff was placed on tenure track positions, indicating the institutions' commitment to the program.

The Bilingual Studies Major has been expanded and refined to become the Bilingual Intercultural Education Major and Minor. The Graduate programs have added four areas with bilingual specialization, and current efforts are underway to further refine the Graduate program as new state requirements will demand that all teachers obtain a Masters' degree.

The Bilingual Programs of CWU have been fulfilling their mission over the years. The placement of graduates of the program is at or close to 100% The program has served around 300 students with tuition assistance, over half of these being from the minority language populations of the state. The other non-minority students are being trained in dealing with linguistic and cultural equity issues in our public schools.

INTRODUCTION

The history of Bilingual Intercultural Education at Central Washington University is largely a story of minority recruitment, Federal grant sources, and building a culturally and linguistically sensitive teacher training program. The following document will highlight the path the CWU has taken from 1976 to the present in realizing the goal.

1. BACKGROUND: This section will give a brief description of the state and the Limited English Proficiency student populations that CWU serves. Also a brief historical sketch will be presented of the Bilingual Programs at CWU.

2. STUDENT SELECTION: A description of the recruitment, selection and tracking process of program participants.

3. PROGRAM OPTIONS: CWU has developed one of the most varied program options available in bilingual education in the Northwest. A brief discussion is provided.

4. STAFFING: The staff of the Bilingual Programs at CWU has been on tenure track and those commitments have been honored by the institution.

5. COORDINATION: A brief description of coordination, one of the important elements that has made the CWU Bilingual Program successful

6. RESULTS: A brief discussion of the goals that the CWU Bilingual Programs believes to have reached programatically and in its commitment to educational equity.

7. CONCLUSIONS AND RECOMMENDATIONS: Highlights of the elements considered important for replication in installing an institutionalized Bilingual teacher training program.

8. APPENDICES:
   - A: BILINGUAL EDUCATION PROGRAMS: Description of the various program options available at CWU plus a brief course description.
   - B: EVALUATION SUMMARY: BILINGUAL EDUCATION GRADUATE STUDIES PROGRAM, 1986-87: A sample of one of the program evaluations.
   - C: SITE VISIT REPORT: A recent report written by one of the officials from the Title VII offices in Washington, D.C.

BACKGROUND

Central Washington University is located just east of the Cascade Mountains which divide the state into Eastern and Western Washington. The division is more than geographic. Western Washington is the highly urbanized, high-tech, fast-paced society along the "I-90 Corridor". In Eastern Washington, with very few exceptions (Nuclear Reservation at Hanford) the economic base is largely agricultural, and the population centers are rural in nature and orientation. Each area, in its own way has attracted peoples that have impacted the Limited English Proficient student population in our public schools. In Western Washington the Tacoma and Seattle areas traditionally supported limited asian populations. However, the asian immigration prompted by the difficulties in Southeast Asia and producing the refugee influx of the late seventies and early eightees made the Tacoma and Seattle areas one of the targeted areas for relocation. The schools are still trying to cope with the demands placed on the curriculum and the instructional staff. Although figures vary on the degree of the need for teachers trained Bilingual education, current state figures place the Asian LEP student/teacher ratio at around 1:132. The enrollment rate has decreased but it continues as does the urgent need for trained teachers.

In Eastern Washington the LEP population has been impacted by the need for cheap labor to harvest and tend the agricultural production industry. The Mexican-American Migrant stream began to make its way north from Texas in the late fifties and has continued to the present. Mexican labor has always accompanied the migrant stream, but the current amnesty program is making a definite impact on increasing the number of LEP Mexican children in Eastern Washington schools. The amnesty program has had the effect of bringing more families from Mexico as different from the predominantly single males that were coming before. The Mexican-American, Mexican immigrant population of the Yakima Valley currently constitutes around 25% of the population and is growing. In student enrollment, several schools are already 50% and over. The LEP student/bilingual teacher ratio for the Spanish-speaking is calculated from 1:90 to 1:200, variations accounted for by differences in defining the LEP student and the Bilingual teacher. What is certain is that the need for trained Bilingual teachers continues to be great and will continue to grow.

Central Washington University has responded to the needs of the minority populations in its service area in various ways over the years. During the sixties and seventies, Minority studies programs were instituted as part of the curricular offerings. Migrant studies and educational resource programs were initiated jointly with the office of the Superintendent of Public Instruction during the late sixties and early seventies. However, it wasn't until 1976 that CWU began to address the preparation of teachers trained for bilingual education. Under the guidance of Dr. Donald Shliesman, Dean of Undergraduate studies, and Jose

Licano Palma, bilingual education specialist hired with a grant from the Office of the Superintendent of Public Instruction, an interdisciplinary Bilingual Studies Major was institutionalized in 1979. The grant was funded by Title I Migrant monies. The mission was twofold: 1) Create an interdisciplinary Bilingual Studies Major, and 2) Deliver off-campus coursework leading to a teaching certificate to around 100 Title I Migrant instructional aides in Eastern Washington. The formidable task was undertaken in 1976 and by 1979 the Bilingual Studies Major had been institutionalized. The off campus delivery of courses was accomplished by coordinating with the three community colleges in the area: Big Bend in Moses Lake; Yakima Valley in Yakima and Columbia Basin in the Tri-Cities. Funding was discontinued by Title I Migrant before many of aides could complete their degrees. The University turned to the Title VII Bilingual Education Act. Since then, under the leadership of Dr. Ronald Caples Osorio and Dr. Minerva Lopez Caples, the Major has been revised and expanded to include both undergraduate and graduate programs. With the guidance of Dr. Jimmie Applegate, Dean of Professional studies, the new programs have attracted Title Vll Bilingual Education grants to help develop and enhance curriculum, as well as providing many low income students with the financial assistance to acquire their teaching certificates. Central Washington University has the distinction of having the most varied Bilingual Education Program offerings in the state.

PROGRAM DESCRIPTIONS

The bilingual teacher education programs at Central Washington University are designed to provide both undergraduate and advanced study in various areas pertaining to the education of culturally and linguistically different students. Specifically, training includes the areas of language and linguistics; culture and bilingual education methodology; development of interpersonal and intercultural communication skills. In addition, and with the assitance from Federal Title VII Bilingual Education grants, minority language students are encouraged to participate in the programs to help provide more minority language bilingual teachers to serve as role models and to further the cause of educational equity in our schools.

RECRUITMENT

Candidates for the bilingual programs are recruited in a variety of ways.:

1. SCHOOL DISTRICTS: The Bilingual Department maintains a close relationship with the school districts in the service area. Washington state has a bilingual education law as well as a Chapter I Migrant program. Both of these programs have sizable numbers of paraprofessionals, many of which are minority language representatives and who desire to work towards a teaching certificate. CWU Bilingual Programs offer some of its coursework off campus, night classes, and extensive

summer school offerings to accommodate the working schedules of this group of potential students.

2. MINORITY RECRU TMENT: CWU has an active minority recruitment sta f that periodically goes to the area high schools to recru t high school graduates to Central. The Bilingual Deparment's financial assistance package is one of the drawing cards.

3. COMMUNITY COLLEGES: The service area supports three community colleges. Many language minority students attend these institutions because of the lower costs. CWU and particularly the Bilingual Department has worked very closely with the Community colleges to ecourage minority completion of AA degrees with Bilingual Education transfers to CWU.

4. BILINGUAL EDUCATION PARENT ADVISORY COMMITTEE: This committee of parents and community people helps in spreading the word about the Program to the minority communities throughout the service area.

5. ANNOUNCEMENTS: Announcements are made in writing through the following agencies: Office of the Superintendent of Public Instruction, Educational Service Districts, Washington Association of Bilingual Education, School Districts, Newspapers.

STUDENT SELECTION

GENERAL ASSESSMENT PROCEDURES: Entry level assessment of trainees is in two areas: (a) second language assessment, and (b) college coursework completed. All applicants to the Bilingual Education Program must be admitted or be eligible for admission to Central Washington University.

1. Second Language Proficiency. Students preparing to enter the bilingual education program must be placed in the appropriate second language program as determined by the Foreign Languages Department at Central Washington University. Three categories of language proficiency are considered for program placement.

    . Native and non-native speakers of the target language demonstrating proficiency in all skill areas of speaking, comprehension, reading and writing. Recommendation: Exemption from further courswork in target language.

    . Native speakers lacking proficiency in one or more of the four skills areas. Recommendation: Remediation of deficiencies through group or individual tutoring.

. Non native speakers lacking proficiency in one or more of the four skills areas. Recommendation: Remediation of deficiencies through formal coursework or tutoring before admission to the program.

2. College coursework completed. As a minimum requirement for program entry, trainees must hold an Associate of Arts degree or have junior standing. With recommendations from the employing school district, exceptions to this requirement may be made in the case of paraprofessionals and instructional aides who are currently employed and have three or more years' experience working with LEP students in preschool or k-12 setting.

BILINGUAL EDUCATION PROGRAM ADVISORY COMMITTEE Mention should be made of the BEPAC as it is one of the unique and important features of the Bilingual Program. The committee was formed as a professional advisory committee to complement the parent advisory committee. The commitee serves to monitor the progress of the program as well as meeting prior to the beginning of each quarter to review new applications and to review the progress of the the current trainees for the purpose of recommending either continuation or termination of a student. This is a unique feature of the Bilingual Programs at CWU. The program keeps track of the project participants receiving stipends with the Program Student Evaluation Form which documents: (1) language proficiency assessment, (2) completion of required coursework and grades given, (3) field placement and (4) financial assistance provided. The committee is composed of CWU faculty from various departments that work with the Bilingual Education Programs, Public school administrators/teachers that work with the Bilingual Program and student representation.

SELECTION OF GRANT PROGRAM STIPEND RECIPIENTS: Preference in the selection of project participants will be given to those who meet the criteria described below at the highest cumulative point levels as established by the BEPAC. No applicant will be disqualified on the basis of single criteria. Applicants who do not have the minimum number of cumulative points established by the BEPAC will be ineligible for competition. These criteria are:

1. Minimum/Maximum Grade Point Averages. Points will be assigned within the range of maximum and allowable minimum grade point averages.

2. Classification of Students. Eligible applicants will be students who are sophomores with a declared Bilingual Education minor, juniors and seniors. Points will be assigned based on student calssification, with more advanced students receiving a higher number of points.

3. Language Proficiency. Points will be assigned to different levels of second language proficiency. Language assessment is conducted by the Foreign Language Department.

4. Financial Need. Points will be assigned based on the student's need for financial assistance. The need is assessed by the Financial Assistance Office.

5. Service Area. Eligible applicants will be students who serve or are planning to serve minority clhildren in the Yakima Valley and Seattle in school districts identified by student enrollment data as having high concentrations of LEP children in the elementary grades.

PROGRAM OPTIONS

Once a candidate has been screened and accepted into the program, there are a variety of academic prepartion programs to select from. Without going into coursework detail, the following reprsent the available degree/endorsement programs currently availble to CWU Bilingual Education trainees: (For a more detailed presentation of courses and degree programs please consult Appendix A: Bilingual Education Programs)

GRADUATE PROGRAMS

Master of Education, School Administration
Master of Education, Master Teacher
Continuing Certification
Bilingual Education Endorsement-Practicing Teachers

UNDERGRADUATE PROGRAMS

Bilingual Intercultural Education Major
Bilingual Education Minor
Paraprofessional Certificate of Completion

STAFFING

The Bilingual Program at CWU has been staffed with two tenure-track positions and one secretary. Depending on the federal funding patterns, the two program staff persons have alternated program administrative duties as Coordinator or Director positions. Each staff member is also part of the teaching faculty, instructing the basic Bilingual methodologly courses. The interdisciplinary nature of the coursework within the Bilingual Major and Minor necessitates a close working relationship with several university departments. This relationship has been formalized with the already mentioned BEPAC described above. Other staff not on the BEPAC is consulted periodically through formal meetings or through intercampus mail. It is a credit to Central Washington University that not only has the major portion of the Bilingual coursework been institutionalized, but the staff has been accepted as part of the regular tenure track personnell.

PROGRAM COORDINATION

One of the features that has made the CWU Bilingual Programs successful is the effort and importance given to the coordinating activities at all levels of the project. Following are a series of figures showing this coordination network at the various levels:

Figure 1. This chart displays the general structure of the Bilingual Education Programs at CWU.

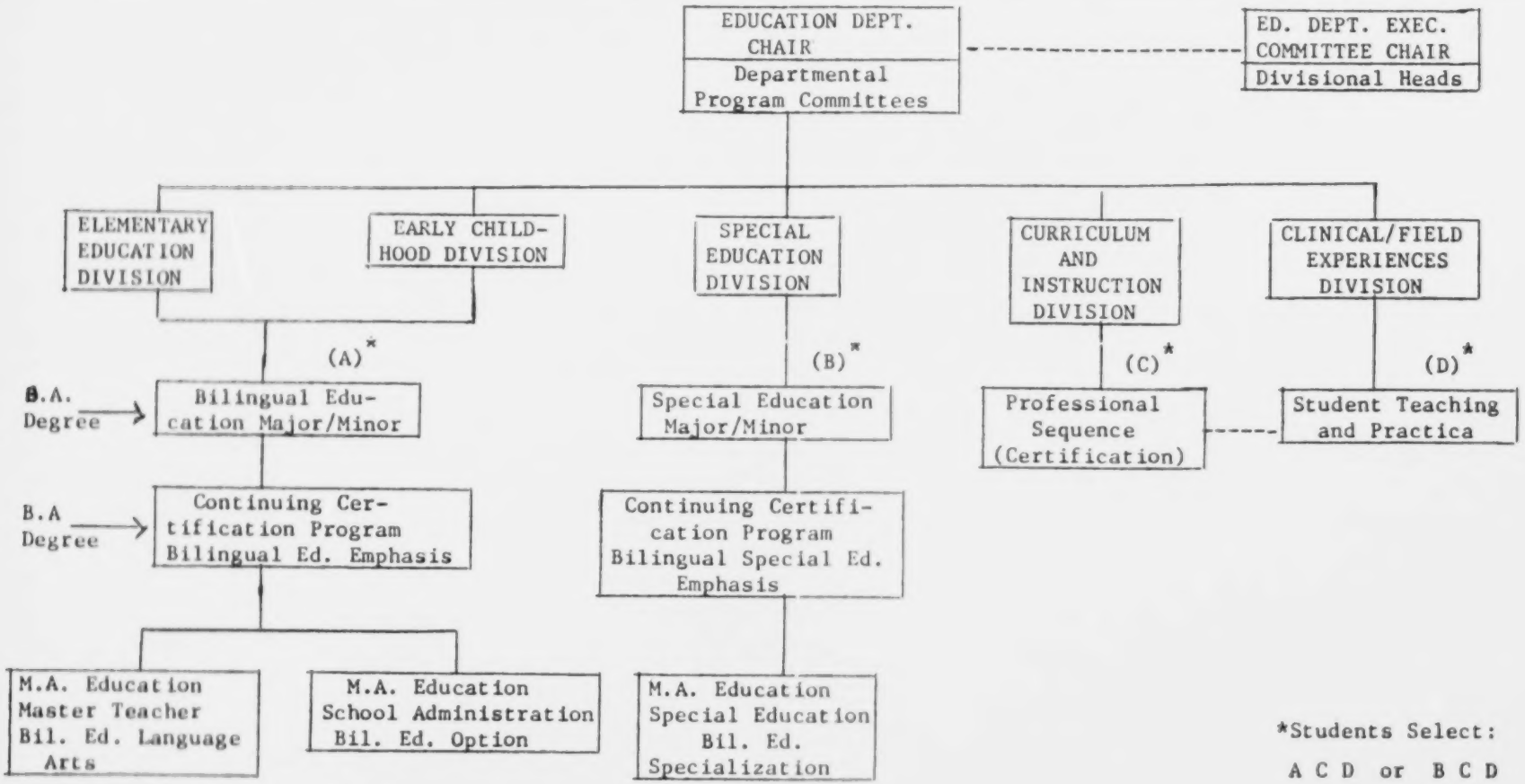
Figure 2. This chart displays the Bilingual Programs' relationship to the Education Department

Figure 3. This chart displays the Bilingual Programs' relationship to the other departments on campus

Figure 4. This chart displays the Bilingual Programs' relationship to the broader communities in the state with which it interacts.

STRUCTURE OF BILINGUAL EDUCATION PROGRAMS AT CWU

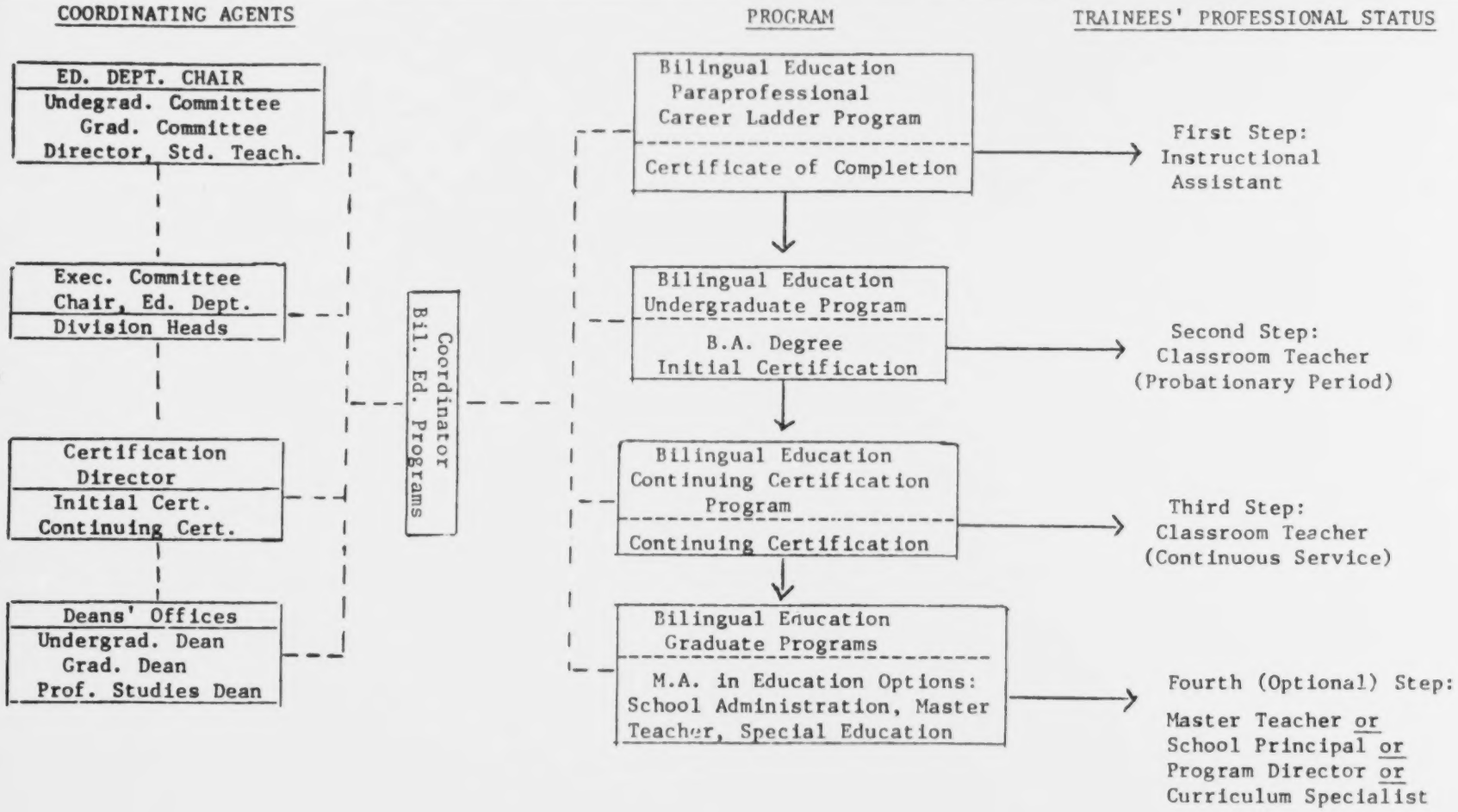
Figure 1



CENTRAL WASHINGTON UNIVERSITY'S BILINGUAL
EDUCATION PROGRAMS NETWORK

LEVEL I COORDINATION: INTRADEPARTMENTAL

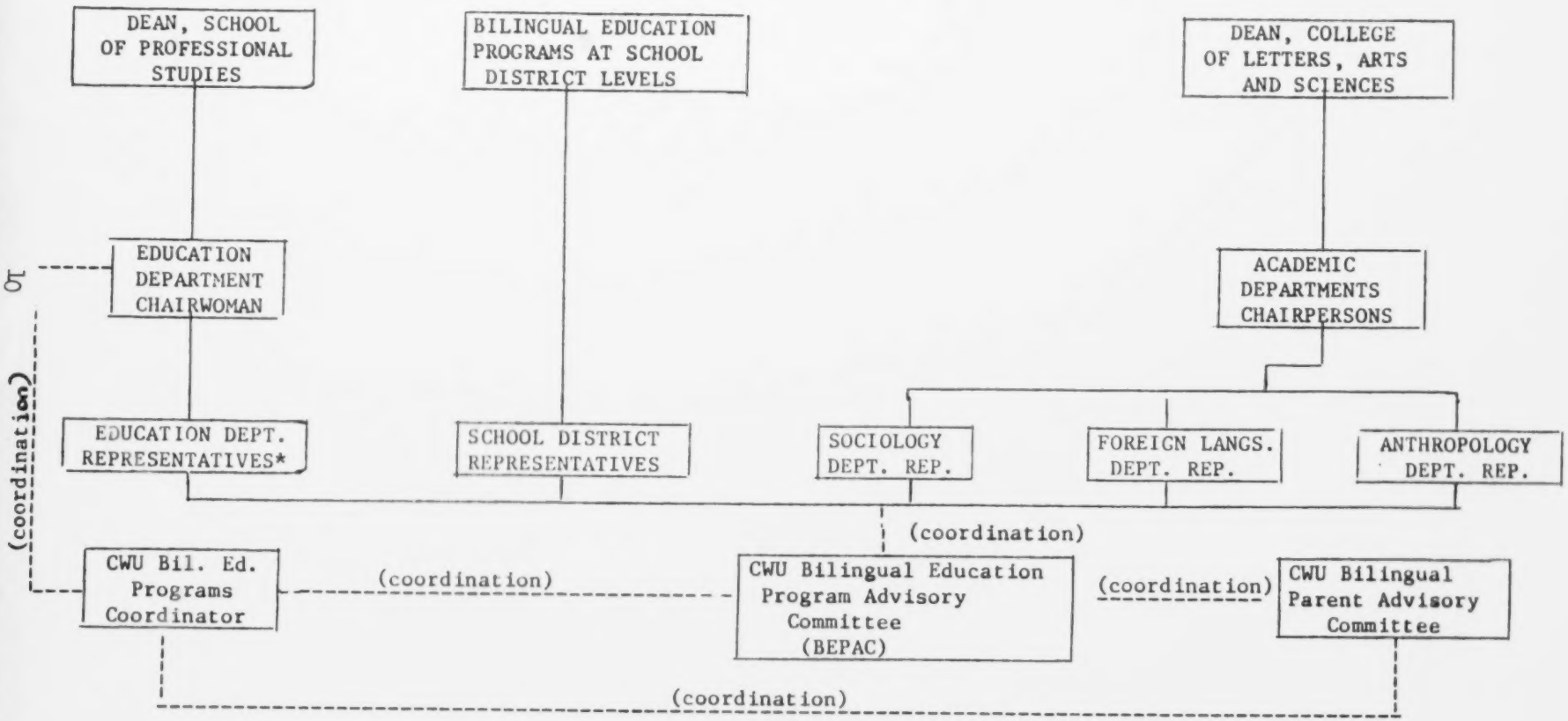
Figure 2



CENTRAL WASHINGTON UNIVERSITY'S BILINGUAL
EDUCATION PROGRAMS NETWORK

LEVEL II COORDINATION: INTERDEPARTMENTAL/COMMUNITY

Figure 3

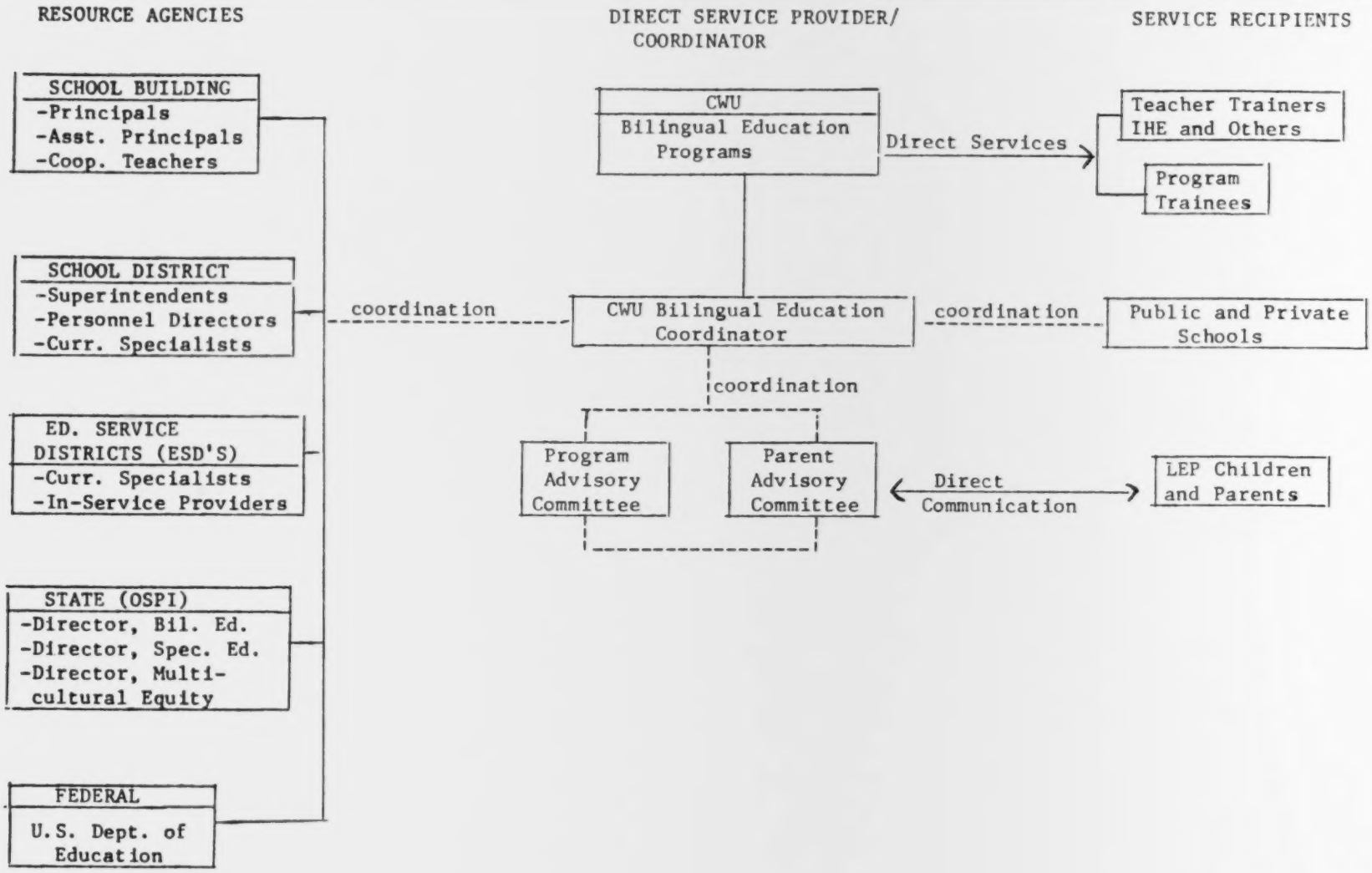


*Includes Student Representative

CENTRAL WASHINGTON UNIVERSITY'S BILINGUAL
EDUCATION PROGRAMS NETWORK

LEVEL III COORDINATION: BROAD AREA

Figure 4



FUNDING SOURCES

Central Washington University is a small institution with and enrollement of around 5,000 students. As such, it must depend on outside funding for supplementing several of its programs. The Bilingual Program has been a carefully developed program using federal funding sources wisely to institutionalize a much needed teacher training program. As was mentioned before, the initial seed money for developing the interdepartmental Bilingual Studies Major came from a grant provided by the Office of the Superintendent of Public Instruction under the auspices of the federal Chapter I Migrant Grant. Subsequently, funding for expanding the Major and continuing to support stipend awards for meritorious students wishing to pursue careers in bilingual education was succesfully solicited from the Title VII Bilingual Education Act. Title VII has supported CWU with various small grants that have been used primarily to provide support for students in various stages of their bilingual teaching careers. Title VII has also supported the revision and expansion of the Bilingual Studies Major strengthening the major linguistic, cultural and pedagogical strands. Current funding is helping to solidify the Advanced degree coursework. Other Title VII support has come in the form of assistance from the Network such as the invaluable support received from the University of Washington's Bilingual Education Service Center for Alaska and the Northwest, a Title VII network technical assistance provider. It has been the wise use of these resources that has made CWU a leader in the Nortwest in the training of bilingual education personnel.

RESULTS

Since 1976 to the present time, the results of CWU's venture in bilingual education can be seen in the following:

1. INSTITUTIONALIZED BILINGUAL INTERCULTURAL MAJOR and MINOR

2. INSTITUTIONALIZED BILINGUAL ENDORSMENTS AT BOTH THE UNDERGRADUATE AND GRADUATE LEVELS

3. INSTITUTIONALIZED RECRUITMENT OF LANGUAGE MINORITY CLIENTS FOR BILINGUAL EDUCATION TEACHER PREPARATION

4. TENURE TRACK POSITIONS FOR BILINGUAL EDUCATION PERSONNEL

Follow up statistics on students that have successfully completed CWU's Bilingual Education Programs are still being compiled. However, Placement Office information would indicate that graduates have been placed at or near the 100% level. Looking at other information, Title VII funding has supported over 300 students from 1981 to the present with tuition and stipend

assistance. Of those 52% have been minority students, primarily Hispanic. Many of those students would not have had the opportunity to continue their education without this support. Truely, the story of the Bilingual Intercultural Program at Central Washington University is one of successful educational equity in action. With the wise investment of federal funds, a program to train teachers in equity issues while providing minority students higher educational opportunities has been built and continues to grow. (For additional information on particular program evaluations, see Appendices B & C.)

CONCLUSIONS

All of the evaluations done on the Bilingual Education Programs at CWU attest to the program's success at accomplishing its stated missions in the following areas:

1. PROGRAMMATIC GOALS The program development goals of the past nine years of Title VII projects, have all been met. Expansion of the Bilingual Intercultural Education Major and Minor; Development of new curricular offerings in Bilingual Education; Incorporating Bilingual strands into the Graduate studies program; Developing a Bilingual Paraprofessional Certificate; Addition of a Bilingual concentration into the Administrative Certification strand.

2. TARGET POPULATION GOALS The program has been successful in meeting its recruitment quotas by insuring that over 50% of its clientele is from language minority groups, primarily Hispanic and Asian.

3. SERVICE AREA ACCOMMODATION One of the more difficult goals of the program has been to accommodate the working teacher wanting to take advanced coursework and the paraprofessional trying to advance in their career ladder towards a teaching certificate. While more work needs to be done in this area, great strides have been accomplished with off campus courses, night classes, coordination with Community Colleges and expanded Summer School offerings.

4. COORDINATION As mentioned above, coordination efforts are one of the highlights of this program. Interdepartmental, Interagency, and Intercollegiate coordination is an indispensable element of this project. In addition, the parent/community participation rounds out the networking efforts of the Program.

RECOMMENDATIONS

For a small university wishing to implement a Bilingual Intercultural Program when resources are minimal, the following

recommendations are made:

1. EXISTING UNIVERSITY RESOURCES Take careful stock of existing resources. Much expertise resides within the existing departments and faculty that is of utility in developing the various areas of expertise needed in training bilingual teachers. The areas of language, culture and pedagogy have resident experts in Anthropology, Psychology, Language, and Education departments. Make use of all the expertise available.

2. EXISTING OUTSIDE RESOURCES Canvass your area, state and and region for available technical assistance. In the area of bilingual education, State Education Agencies are often part of a national network to provide certain technical assistance in developing grants for federal funding. In addition, regional educational agencies working with National Origin and Desegregation Centers often provide technical assistance. Title VII also has regional Service Centers that provide consultants in several areas of bilingual education expertise. Another resource is a state association of Bilingual and or English as a Second Language educators. These have lists of possible consultants for use in developing proposals or programs. Developing and cultivating these contacts can prove to be a valuable asset as programs are being developed.

3. COMMUNITY RESOURCES AND RECRUITMENT Develop early and strong ties with the minority communities which you will be serving. These contacts will provide valuable assistance in program support and in creating a viable pool of candidates for your programs.

4. SCHOOL DISTRICT CONTACTS Identify and develop close communications with districts with bilingual programs or with sizable LEP populations. These will provide not only potential clients for your programs but will also provide your with projects for validating some of your student teachers. These can also be some of your best supporters since they are the prime recipients of your product.

5. FUNDING Identify sources of outside funding and pool your available in house and outside grant writing expertise and begin writing. Often, it takes several tries to obtain funding from a certain source. Try to have several options to write for. If one doesn't work one time, another will work some other time.

6. INSTITUTIONAL COMMITMENT Negotiate commitments from your institution that are realistic. It may take time to do this but it is an indispensible part of the long term process. Without commitment to a program, there can be little hope for lasting impact or

institutionalization.

7. COORDINATION Again, the issue of coordination is brought to the fore as being a very important part of the entire process from beginning to end. Coordination is essential at all levels. This insures that communication lines will be open to and from all important parties concerned, so that when the times come to report, modify, expand, or any other important issue, the chances for meaninful progress are enhanced.

APPENDIX A

BILINGUAL EDUCATION PROGRAM

CENTRAL WASHINGTON UNIVERSITY
EDUCATION DEPARTMENT

BILINGUAL EDUCATION PROGRAMS

1987-88

Bilingual Education Programs

Coordinator: Dr. Ron Caples-Osorio
Education Dept., Black Hall #217
Program Director: Dr. Ron Caples-Osorio
Education Dept., Black Hall #217
Secretary: Marilyn Thompson
Education Dept., Black Hall #217
(509)963-1071
Ellensburg, WA 98926

TABLE OF CONTENTS

	PAGE
Goals and Objectives of Bilingual Education	1
Teacher Training at Central Washington University	1
GRADUATE PROGRAMS	
Master of Education, School Administration	2-4
Master of Education, Master Teacher	5
Continuing Certification	6
Bilingual Education Endorsement-Practicing Teachers	9
UNDERGRADUATE PROGRAMS	
Bilingual Intercultural Education Major	10
Elementary Professionalized Subjects Minor	11
Elementary Education Major	12
Bilingual Education Minor	13
Professional Education Sequence	14
Paraprofessional Certificate of Completion	16
APPENDICES	
A. Bilingual Education Course Descriptions	17
B. Bilingual Education Program Advisory Committee	19
C. PL 98-115 Bilingual Education Act of 1984, Highlights	20
D. Graduate Academic Advisement Form	22
E. Undergraduate Academic Advisement Form	23

GOALS AND OBJECTIVES OF BILINGUAL EDUCATION TEACHER TRAINING
AT CENTRAL WASHINGTON UNIVERSITY

The main goal of Bilingual Education Teacher Training at Central Washington University is to give teachers and prospective teachers of culturally and linguistically different students the knowledge and skills that will enable them to implement a quality program of instruction for the elementary school. Specific objectives include the training of bilingual education teachers and prospective teachers in the areas of language and linguistics, culture and bilingual education methodology, and the development of these same trainees' interpersonal and intercultural communication skills, which can be applied to the teaching situation as well as to school/community relations.

The bilingual education teacher training programs at Central Washington University are designed to provide both undergraduate preparation and advanced study in various areas pertaining to the education of culturally and linguistically different students. The undergraduate degree program leads toward a Bachelor of Arts in Education, Bilingual Education major and elementary education minor. Also available at the undergraduate level are courses of study for completion of a Bilingual Education Minor, and for a paraprofessional certificate of completion. At the graduate level, there are three Master of Education programs with a specialization in Bilingual Education: School Administration, Master Teacher in Language Arts, and Special Education. For practicing teachers seeking Continuing Certification and/or Bilingual Education endorsement coursework is available to meet those requirements.

GRADUATE PROGRAMS

MASTER OF EDUCATION
School Administration

Program: This program prepares teachers for the Initial Principal's Certificate. Two options are available: Option I is General Administration and Option II couples General Administration with a Bilingual Education specialization. A student shall complete at least 54 credits in an approved course of study to be developed in consultation with the graduate advisor. For requirements of general Master's Degree Regulations please refer to the CWU Bulletin, pp. 38-40. The Master of Education Administration Program provides options for the various school levels, but does not necessarily qualify the student for the Initial Principal's Certificate, which requires that an applicant also complete the 16 credit internship as described under Education 692 and 693.

Option I: General Administration

The general administration program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by (1) developing a unified system for organizing, allocating and coordinating both human and natural resources; (2) developing long-range plans, comprehensive policy statements, and viable educational goals; and (3) executing the policies developed by the district.

Required Courses for Option I.	Credits
Education Foundations and Research (see pg 40).....	9
ED 561. School Supervision.....	3
ED 580. Educational Administration.....	5
ED 581. School Finance.....	3
ED 586. The Principalship.....	5
ED 594. School Law	3
Select one of the following.....3 or 5	
(a) Elementary and Middle School Principals	
ED 562, Elementary Curriculum	3
(b) Junior and Senior High School Principals	
ED 564, Secondary Curriculum	5
and one of the following:	
ED 700. Thesis	6
ED 699. Ed. Develop. Project	6
	37-39

Electives for Option I:
Fifteen to seventeen credits of electives are to be selected from the following list to total a minimum of 54 credit hours for the degree:

ED 467, 487, 488, 506, 542, 560, 563, 565, 566, 567, 571, 578, 582, 583, 584, 597, 599, 693 (not to exceed 4 credits in ED 693), PSY 444, SPED 585, SOC 360, SOC 459. Courses in Organizational Development, ED 588, and other administration-related courses. It is suggested that prospective middle school principals elect ED 563 and/or 582.

15-17
54

Option II: General Administration with a Bilingual Education Specialization

This program prepares and certifies school principals to serve in schools with large numbers of Limited-English-Proficient children. Completion of the specialization requires appropriate field activities and a graduate level core of bilingual education coursework.

Prerequisites. The student must have an undergraduate major in Bilingual Education or must demonstrate proficiency in oral and written skills judged to be equivalent to those of SPAN 300, Spanish for Bilingual School Personnel, or the equivalent in another language. Determination of proficiency will be made by the Chairman of the Foreign Languages Department.

Required Courses for Option II:
The required courses are the same as those listed for Option I, with two exceptions. ED 699, Educational Development Project, must be taken. Second, the ten additional credits listed below must be taken:

		Credits
ED 556.	Bilingual Education Curriculum	3
ED 507.	Studies and Problems in Intercultural Education	3
ED 512.	Legal Rights of the Limited English Proficient	2
ED 518.	Studies and Problems in Ed. Linguistics	2
		10

Electives for Option II.
To be selected from the courses listed as electives under Option I for the Master of Education Administration Program to total a minimum of 54 credit hours.

The Initial Principal's Certificate.

The granting of the Initial Principal's Certificate requires completion of the Master's Degree, completion of the required courses listed under Option I, and a full year's internship under the supervision of a practicing principal.

Recommended Courses (for second year)
ED 692. Pre Autumn Internship in School Administration 4
and
ED 693. Internship in School Administration 12
Electives (see courses listed under Option I and
credential advisor)..... ..... 30 to 40.

The Continuing Principals Certificate

The Continuing Principal's Certificate requires that at least an additional 15 quarter credits be earned, generally after starting experience as a principal. Most principals need more than the minimum of 15 credits in order to provide the depth and breadth of preparation necessary for administering schools in the modern setting.

MASTER OF EDUCATION MASTER TEACHER
Bilingual Education Language Arts Specialization

This program is conceived as a program of advanced preparation for classroom teachers intending to assume positions of leadership within their schools with respect to the development of bilingual education language arts curriculum, instructional strategies and related classroom concerns.

Prerequisites. The student must have an undergraduate major or minor in Bilingual Education or teaching experience in a classroom setting with language minority children. Students without this preparation or experience will be required to take certain background courses in Bilingual Education. Also required of students in the program is demonstrated proficiency in speaking, reading, writing and comprehending the languages of one of the language minority groups to be served. Proficiency in a language other than English is evaluated by the Foreign Languages Dept. at the university.

Required Courses	Credits
Education Foundations and Resources	9
ED 561, School Supervision	3
ED 583, School and Community	3
ED 699, Ed. Development Project Study	6
	21
ED 556, Bilingual Education Curriculum	3
ED 518, Studies and Problems in Educational Linguistics (Prerequisite: Linguistics Course)	2
ED 507, Studies and Problems in Intercultural Education	3
ED 512, Legal Rights of the Limited English Proficient	2
ED 557, Spanish/English Language Arts Curriculum (Prerequisite: Linguistics Course)	4
ED 527, Reading English as a Second Language (Prerequisite: Linguistics Course)	3
	17

Electives

Seven (7) additional credit hours by advisement are required to make a total of 45 credit hours.

Total Credits Required for Program 45

Background Preparation

Students without background preparation in Bilingual Education and who lack teaching experience in classroom settings with language minority children must complete coursework in these areas:

-Linguistics or educational linguistics	3 - 5 cr hrs.
-Bilingual Education	3 - 5 cr hrs.
-Anthropology, ethnic studies, multicultural education	3 - 5 cr hrs.

REQUIREMENTS AND PROCEDURES FOR RENEWAL OF THE INITIAL TEACHING CERTIFICATE AND CONVERSION TO THE CONTINUING TEACHING CERTIFICATE

RENEWAL OF THE INITIAL CERTIFICATE

The initial certificate is valid for four years from the date of issuance and may be renewed once for a three-year period when the following requirements are met:

a. The individual must complete an initial certificate renewal application which may be secured from the Office of Certification, 216 Black Hall, CWU.
b. The individual must have completed at least 15 quarter credits past the baccalaureate degree which are applicable to the continuing certificate program. Official transcript(s) verifying degree in education and renewal credits must be on file at CWU. (Course work more than seven years old can only be used to satisfy this requirement if the individual has completed a minimum of 30 days of teaching experience in a single year in the seven-year period immediately preceding application for the certificate.)

NOTE: Any person issued a certificate prior to 1961 will continue to be handled through the Office of Certification and Licensing, Olympia.

PLAN AHEAD

Individuals renewing an initial teaching certificate should begin to plan a continuing certificate program. You must arrange a conference with your principal or supervisor to discuss your teaching ability, strengths, and areas which may need strengthening. Include these recommendations in your plan.

REQUIREMENTS FOR THE CONTINUING CERTIFICATE

Candidates for the continuing certificate must meet the following requirements:

a. Verify at least three years of service in an educational setting, two years of which shall be in a classroom teaching role.
b. Complete at least 45 quarter credits of upper division and/or graduate work (300-500) subsequent to the baccalaureate degree. At least 30 of these credits must be taken on a graded scale. Thirty of these credits must be completed following at least 180 days of successful teaching.
c. Either 30 days of teaching experience in a single year or 15 quarter credits of course work must be completed in the seven-year period immediately preceding application for the continuing certificate.
d. Have a planned program to include:
    1. Knowledge and skill in the following
        a) staff development and supervision
        b) professional development and scholarship

c) research and evaluation
d) referral agencies and resource personnel
e) alternate grade level

2. Recommendations from the candidate's employer
3. The individual's career goals

e. All course work must be completed through accredited four-year teacher education institutions. At least 23 quarter hours must be completed at Central Washington University.

The following generic standards will be demonstrated by pursuing University course work.

a. Staff Development and Supervision--The candidate demonstrates the knowledge and skill necessary to initiate, develop, and present instructional and informational programs for staff, board members, and parents, and to supervise and evaluate personnel who report directly to him/her. Choose from AOM 451, ED 561, ED 492 (practicum)*, HOEE 520, and PE 466.

b. Professional Development and Scholarship--The candidate has depth of knowledge and demonstrates a wide range of skills in subject matter fields and specialization; participates in continuing education of those entering the field; and recognizes his/her own limitations and strengths. (Course work must be taken which relates to the discipline or grade level the candidate is currently teaching or plans to teach.) Decisions regarding courses must be made in consultation with the candidate's immediate supervisor and a University advisor. The candidate should arrange a conference with his/her principal or supervisor to discuss teaching ability, strengths, and areas which may need strengthening. These recommendations must be included in the continuing certificate program plan and the plan must be signed by the candidate's principal or supervisor.

c. Research and Evaluation--The candidate can read and interpret research and evaluative reports related to his/her field; design and implement evaluation strategies; and use evaluation to improve programs. Choose from BSED 595, ED 500, HOEC 530, HPER 557, OCED 554, PSY 444, PSY 569, and PSY 555.

d. Referral Agencies and Resource Personnel--The candidate knows of personnel and agencies outside and inside the educational setting which may assist teacher, pupils, and parents. Choose from ED 583, ED 492*, HED 410, PSY 573, and SPED 460.

e. Alternate Grade Level--The candidate knows about organizational patterns, social strategies, curriculum, materials, growth and development, and staff and student personnel management essential to a school building/unit at the alternate grade level from which his/her initial certificate may be endorsed. (Course work selected by the candidate must be alternate to that grade level which the individual is now or has been teaching and must be approved in advance by the Director of Certification.

*All practicum experiences must be carefully planned to meet the requirements of the generic standards. The Director of Certification and the candidate's supervisor must approve the practicum in advance. No single ED 492 may exceed three quarter credits. Not more than six quarter credits of practicum shall be accepted in meeting the continuing certificate requirements.

10/84

The Course of study for Bilingual Education Continuing Certification candidates is outlined below:

Core Courses	Credit Hours
ED 561, School Supervision	3
ED 500, Educational Research and Development	3
ED 583, School and Community	3
ED 424, Reading in the Content Fields	3
Bilingual Education Courses	
ED 435, Bilingual Ed. in the Content Areas OR	
ED 556, Bilingual Education Curriculum	3-4
ED 433, Educational Linguistics OR	
ED 518, Studies and Problems in Ed. Linguistics	2-5
ED 431, Intercultural Education OR	
ED 507, Studies and Problems in Intercultural Ed.	3
ED 512, Legal Rights of the Limited English Proficient	2
SPED 534, The Bilingual Exceptional Student	3
ED 492, Practicum	3

BILINGUAL EDUCATION ENDORSEMENT
FOR PRACTICING TEACHERS

Recommended Courses for Bilingual Education Endorsement

Linguistics and Educational Linguistics	Credits
ANTH 180, Introduction to Linguistics	5
ED 433, Educational Linguistics (Prerequisite: ANTH 180)	5
ED 527, Reading English as a Second Language (Prerequisite: ED 433)	3
Additional linguistics or English as a Second Language courses (e.g. ED 518, ED 434, ED 438, ENG 436)	3 - 6
	16 - 19

Bilingual Education Curriculum	
ED 435, Bilingual Education in the Content Areas OR	4
ECE 312, Bilingual Education in Early Childhood	3
ED 556, Bilingual Education Curriculum	3
	7

Sociocultural Courses	
Select from the following:	
ECE 318, Culture and Curriculum	3
ED 431, Intercultural Education	3
ED 507, Studies and Problems in Intercultural Education	3
ANTH 321, Language in Culture	4
	6

Contracted Field Experience	
Completion of 1-5 cr. hrs. of contracted field experience working with minority community	1 - 5

TOTAL CREDIT HOURS NEEDED ..... 30 - 37

ENTRY LEVEL REQUIREMENTS

Persons who seek bilingual education endorsement through completion of the above courses must meet the following entry-level requirements:

(1) Hold a bachelor's degree from an accredited college/university.
(2) Hold Washington State Teaching Certificate

EXIT LEVEL REQUIREMENTS

Demonstrated proficiency in speaking, reading, writing and comprehending the language (e.g. Spanish, Chinese, Japanese) of one of the language minority groups to be served is an exit requirement for all persons seeking endorsement in Bilingual Education.

UNDERGRADUATE PROGRAMS

BILINGUAL INTERCULTURAL EDUCATION MAJOR

MAJOR

Required Courses	Credits
ENG/ANTH 180, Introduction to Linguistics OR	5
*ED 433, Educational Linguistics	5
*ED 434, Educational Principles and Second Language Instruction (ESL/SSL)	4
*SPAN 300, Spanish for Bilingual School Personnel	3
SPAN 311, Spanish American Civilization and Culture OR	
SPAN 383, Spanish/English Contrastive Linguistics	3 - 4
*ED 435, Bilingual Education in the Content Areas	4
ANTH 381, Language in Culture	4
SOC/ANTH 355, Culture and Personality	4
SOC 425, Sociology of Education	5
**-490, Contracted Field Experience	1 - 5
Total Required Course Credits	33 - 38

*Recommended for those with classroom experience.

** Students should enroll under a course prefix most appropriate to the nature of the field experience.

Electives

Electives to be selected from English, Spanish, Anthropology, Sociology, or Education

Total Electives	7 - 12

Demonstrate proficiency in speaking, writing and comprehending one of the languages of the target minority populations to be served.

Total Number of Course Credits Required for Completion of Major.....45

ELEMENTARY PROFESSIONALIZED SUBJECTS MINOR

Required Courses	Credits
ED 308, Reading I	3
ED 309, Reading II	5
ED 420, Teaching the Language Arts	4
ED 323, Teaching Elementary School Mathematics	3
Total Required Course Credits	15

Electives	
ART 330, Art in Elementary School	3
PE 334, Physical Education Activities for the Elementary School	3
MUS 326, Music in the Classroom	3
SCED 322, Science Education in the Elementary School	3
SOSC 420, Methods and Materials in the Social Sciences - Elementary	3
ENG 432, Children's Literature	3
COM 420, Teaching Communication and Drama in the Elementary School	3
Total Electives	9

Total Number of Course Credits Required for Completion of Minor 24

BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION MAJOR

Required Courses:*	Credits
ED 308, Reading I	3
ED 309, Reading II	5
ED 323, Teaching of Elementary School Mathematics	3
ED 420, Teaching of Language Arts	4
SCED 322, Science Education in the Elementary Classroom	3
SOSC 420, Methods and Materials in the Social Sciences - Elementary	3
ART 330, Art in the Elementary School - Intermediate	3
MUS 326, Music in the Classroom	3
COM 420, Teaching Communication and Drama in the Elementary School	3
ENG 432, Children's Literature	3
PE 334, Physical Education Activities for the Elementary School	3
*H.Ed 346, Health Education for Elementary Teachers	3
	39

Electives	
6 hrs. of Electives by Advisement	6
	45

*Must take an approved minor also.

BILINGUAL EDUCATION MINOR

A minor with on- and off-campus experiences especially designed to prepare teachers of culturally and linguistically different (CLD) students. Demonstrated proficiency in speaking, reading, writing and comprehending the home language of limited English proficient school children is an exit requirement for students completing this minor. Proficiency in the home language is assessed by the Foreign Languages Dept. Students who lack this proficiency will be required to take additional coursework as determined by the Foreign Languages Dept.

COURSES	CREDITS
Prerequisites: ED 308, ED 309	
ENG/ANTH 180, Introduction to Linguistics	5
ED 433, Educational Linguistics	5
ED 418, Reading and Linguistics	3
ED 435, Bilingual Education in the Content Areas OR	
ECE 312, Bilingual Education in Early Childhood	3 - 4
ANTH 381, Language in Culture	4
ED 492. Practicum*	1 - 5
ED 438. Teaching ESL	3
	29 credits

*Students who have documented experience working in educational settings with limited English proficient children, and who are familiar with the related minority community may be exempt from taking the maximum number of practicum hours.

PROFESSIONAL EDUCATION SEQUENCE

BLOCK I — The following courses may be taken prior to admission to the Teacher Education Program.

*ED	300 or	Teaching: An Introductory Field Experience	4 credits
*ED	300.1		
**ED	301 or	Teaching: An Orientation (Option I)	3 credits
**ED	392	Practicum (Option II)	5 credits
*SPED	301	Introduction to Exceptional Children	4 credits
*PSYCH	314	Human Growth and the Learner	4 credits
HIST	301	Pacific Northwest History (For elementary or social science teaching)	3 credits
ED	424	Reading in the Content Fields (For secondary teaching)	3 credits

*Sociocultural Requirement (Students select one from the following):

ED 431 or	Intercultural Education	3 credits
ETS 101 or	Ethnic Awareness (Counts toward breadth requirement)	4 credits
ANTH 130 or	Introduction to Cultural Anthropology (Counts toward breadth requirement)	5 credits
SOC 265	Minority Groups (Counts toward breadth requirement)	5 credits

BLOCK II — The following courses require as prerequisite ED 301/392, PSYCH 314 and admission to the Teacher Education Program.

*ED	311	Teaching: Curriculum, Methods and Materials	5 credits
*ED	316	Instructional Media: Methods and Materials	3 credits
ED	444	Educational Issues and the Law	2 credits
*PSYCH	315	Psychology for the Classroom	4 credits

BLOCK III — The following course requires admission to the Teacher Education Program, completion of 75% of major and minor and completion of professional sequence courses.

ED	442	Student Teaching	16 credits
		Total	48 - 58 credits

*Professional Sequence Courses

**Requirement may be satisfied if documented experience for at least one-half year or equivalent time as an instructional aide in state approved K-12 school.

Option I.

Option I is a campus centered approach to teacher preparation. This program is open to any student who is a sophomore or above. It is recommended that the student make plans for entering Option I during the second or third quarter of the sophomore year. A student may begin this program any quarter, including summer, as long as class section space allows. Since ED 300, Teaching: An Introductory Field Experience, is offered only in August-September for Option I, it is important for the student to consider signing-up for ED 300 through the Office of Student Teaching, prior to the junior year. Students with conflicts during the last of August and September should take Option II. Students in Option I must meet the course requirements listed below as the professional sequence.

Option II. -- Available at selected centers.

Option II is a field approach to teacher preparation. The program requires the student to be off campus two quarters. This option is open to students who are sophomores or above. A student can begin this program any quarter except summer. The initial 16 credits, a full quarter, will be completed at one of CWU's designated field centers. This 16 credit block consists of the following: ED 300.1, Orientation (4); ED 392, Practicum (5); ED 431, Intercultural Education (3); and PSYCH 314, Developmental Psychology (4). The student then returns to campus to take the other courses in the program: PSYCH 315, Psychology for Classrooms (4); ED 316, Instructional Media (3); ED 311, Curriculum, Methods, Materials (5); ED 444, Law (2); SPED 301, Exceptional Child (4). The second quarter off campus is the student teaching experience. Students in Option II must meet the course requirements listed below as the professional sequence.

Option III.

The Department of Education makes provisions for a limited number of students who need to follow an individualized plan of study. To formalize such a program, interested students should contact the department chair to determine the appropriateness of the proposal. If tentatively approved, the chair appoints a faculty advisor who works with the student to develop a plan of study which is submitted to the department chair for final approval. The proposal must contain at least the following:

1. A general description of the proposal together with evidence that the student is qualified to undertake such a program. This proposal should show that upon completion of the program, the student will have achieved the same objectives required in Option I or II.
2. A detailed outline of the course of study.
3. A written supporting statement from a faculty advisor.

This option is intended for students who have extensive experience in the classrooms and are highly motivated. It is not intended as a means of giving a student a certificate for past experience.

BILINGUAL EDUCATION PARAPROFESSIONAL

CERTIFICATE OF COMPLETION

Required Courses	Credit Hours
ED 435, Bilingual Education in the Content Areas, OR	4
ECE 312, Bilingual Education in Early Childhood	3
ED 433, Educational Linguistics, OR	5
ED 434, Education Principles and Second Language Instruction	4
ED 409, Teaching of Reading	5
ED 323, Teaching of Elementary School Mathematics	3
ED 420, Teaching of Language Arts	4
Total Required Courses	20

Prerequisites

Completion of A.A. degree

Exit Requirements

Before a candidate receives a certificate of completion in bilingual education from CWU, he/she must fulfill the following exit requirements:

-demonstrate proficiency in speaking, reading, writing and comprehending one of the languages of the target minority populations to be served; and
-obtain an overall grade point average of 2.5 or better.

APPENDICES

APPENDIX A

BILINGUAL EDUCATION COURSE DESCRIPTIONS

ED 431, Intercultural Education (3). Race, nationality, minority groups, income groups, urban and rural groups, and methods of teaching and measuring intergroup relations.

ED 433, Educational Linguistics (5). Phonology, syntax and semantics applicable to speech and learning situations in the school.

ED 434, Ed. Principles and Second Language Instruction (4). Prerequisites: Spanish language fluency or permission of instructor. Major language theories related to educational principles and language roles in classrooms where English and Spanish are learned as second languages. Presentations, use, practice and critique of language teaching methods.

ED 435, Bilingual Education in the Content Areas (4). Prerequisite: Spanish language fluency or permission of the instructor. Designed to develop teacher competency related to the bilingual instruction course work in language arts, social studies, science and mathematics in both English and Spanish. The use of ESL in these content areas is emphasized. Taught in English and Spanish.

SPAN 200, Literacy Skills for the Spanish Speaker (3). Prerequisite: Oral fluency in Spanish. Designed to develop the reading and writing skills of those fluent in oral Spanish.

SPAN 300, Spanish for Bilingual School Personnel (3). Prerequisite: Fluency in Spanish. Review of Spanish language elementary textbooks. Public speaking, oral communication and oral/written translation, and use of specialized vocabulary.

ED 507, Studies and Problems in Intercultural Education (3). Research and analysis of models in intercultural/interpersonal school relations. Awareness of the student/teacher relationship in creating school climate in multicultural settings. Analysis of the principles used to interpret these interactions, and practice in brief interventions involving staff, teachers and students.

ED 512, Legal Rights of the Limited English Proficient (2 cr). Develops knowledge in and understandings of the historical developments and legal foundations in bilingual education with particular attention to Washington State law and federal legislation. There are no prerequisites.

ED 518, Studies and Problems in Educational Linguistics (2 cr). Prerequisites: Ed. Linguistics or English as a Second Language (ESL) methods course, or equivalent, and classroom experience. Designed to provide graduate level students with the competencies necessary to assess the needs, identify the goals and address the objectives of second language instruction programs in the public schools. The course consists of four components: (1) Research, (2) Current Practices, (3) Issues and Innovations, and (4) Problems.

ED 527, Reading English as a Second Language (3 cr). Prerequisites: ANTH/ ENG 180 or ED 433, or permission of the instructor. This course is designed for graduate level students who seek to develop their knowledge and skills in developing and implementing the English reading program of instruction for school-age, non-native speakers of English.

ED 556, Bilingual Education Curriculum (3 cr.). Prerequisite: ED 435 or permission of instructor. Designed to prepare bilingual education teachers, supervisors and administrators to develop, implement and evaluate the elementary bilingual education program curriculum.

ED 557, English/Spahish Language Arts Curriculum (4 cr.). Prerequisite: ED 435 or permission of instructor. Develops competencies related to language arts curriculum in bilingual education.

SPED 534, The Bilingual Exceptional Student (3 cr.). Prerequisites: SPED 301, graduate standing or permission of the instructor. Develops knowledge of cultural and linguistic factors affecting the education of minority language/minority culture handicapped students.

SPED 535, Curriculum for Bilingual Mildly Handicapped Students (3 cr). Prerequisites: SPED 301, graduate standing or permission of the instructor. A sociocultural approach to instructional program planning and implementation, for use in regular and resource classrooms, with an emphasis on mainstreaming.

APPENDIX C

Revision of The Bilingual Education Act (Highlights)
(House of Representatives, 98th Congress, 2nd Session, Education Amendments of 1984)

Short Title: Title VII - Bilingual Education Programs

Policy: Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children and to promote educational excellence
- -to encourage the establishment and operation where appropriate, of educational programs using Bilingual educational practices, techniques, and methods,
- -to encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons, and
- -to provide financial assistance to SEA's, LEA's, IHE's and community organizations.

Programs Assisted: These include
- -elementary schools
- -secondary schools
- -related pre-school and adult programs

Bilingual Education Program Types: Funds available for grants under Part A (Financial Assistance for Bilingual Education) shall be used for the establishment, operation, and improvement of
- -programs of transitional bilingual education (ESL instruction plus the use of the child's native language as the language of instruction in all or some part of the curriculum);
- -programs of developmental bilingual education (teaching of the languages themselves including English and another language);
- -special alternative instructional programs (basically ESL);
- -programs of academic excellence (model programs - transitional, developmental, alternative);
- -family English literacy programs (primarily for families of children participating in Title VII programs);
- -bilingual pre-school;
- -bilingual special education;
- -bilingual gifted and talented;
- -programs to develop instructional materials in languages for which such materials are commercially unavailable.

Use of Funds: Funds available under Part C (Training and Technical Assistance) shall be used for
- -training programs for educational personnel;
- -training of persons to teach and counsel educational personnel;
- -reform, innovation and improvement of education curricula in graduate education;
- -the operation of short-term training institutes for educational personnel;
- -inservice training and technical assistance for educational personnel and parents.

Pre-Service Training Priorities: In making a grant or contract for preservice training programs, the Secretary shall give preference to programs which contain coursework in:
- -Teaching English as a Second Language;

-use of a non-English language for instructional purposes;
-linguistics; and
-evaluation and assessment.

Multifunctional Resource Centers: The Secretary shall establish at least 16 multifunctional resource centers nation-wide. In addition to providing technical assistance and training to bilingual education programs each center shall be responsible for gathering and providing information to other centers on a particular area of bilingual education including (but not limited to)

-bilingual special education;
-bilingual education for gifted and talented LEP students;
-bilingual vocational education;
-bilingual adult education;
-bilingual education program administration;
-literacy;
-education technology in bilingual programs;
-math & science education in bilingual programs;
-counseling LEP students; and
-career education for LEP students.

Fellowships: The Secretary is authorized to award fellowships for advanced study of bilingual education or special alternative instructional programs in such areas as

-teacher training;
-program administration;
-research and evaluation; and
-curriculum development.

Preference is given to individuals following specialized areas in

-vocational education;
-adult education;
-gifted and talented education;
-education technology;
-literacy; and
-math & science.

APPENDIX B: EVALUATION SUMMARY

BILINGUAL EDUCATION GRADUATE STUDIES PROGRAM

1986 - 1987

PROJECT EVALUATION

BILINGUAL EDUCATION GRADUATE STUDIES PROGRAM

AT

CENTRAL WASHINGTON UNIVERSITY
1986 - 1987

BY

Daryl Basler, Ed.D.

November 13, 1987

Project # 003KH50089

Grant # G008425168

TABLE OF CONTENTS

	PAGE
Letter of Transmittal	i
Introduction	ii
Evaluation of the BIEGS Program	2
-Delegation and Frequency of the Evaluation Process	2
-Evaluation Summary: Objectives, Activities, Outcomes	2
-Assessment of Progress Made by Program Trainees	10

LIST OF TABLES

		PAGE
Table 1.	Evaluation Summary, 1986-87	2
Table 2.	Program Summary of Attendance	11
Table 3.	Degrees/Credentials Held by Trainees	13
Table 4.	Public/Private School Positions Held	16
Table 5.	Program Participation and Completion	20
Table 6.	Entry Grade Point Averages and Current Grade Point Averages	23
Table 7.	Spanish Proficiency Exam Results	27
Table 8.	Graduate Record Exam Results	30
Table 9.	Status of Program Participants in Masters' Programs	34
Table 10.	Summary of BIEGS Trainees' Classes and Grades, Fall 1986	37
Table 11.	Summary of BIEGS Trainees' Classes and Grades, Winter 1987	38
Table 12.	Summary of BIEGS Trainees' Classes and Grades, Spring 1987	38
Table 13.	Summary of BIEGS Trainees' Classes and Grades, Summer 1987	39

Project Evaluation

Bilingual Education Graduate Studies Program (BIEGS)

Central Washington University

Ellensburg, Washington

1986 - 1987

Introduction

This report constitutes the evaluation for the third and final year of the Bilingual Education Graduate Studies Program (BIEGS) at Central Washington University (CWU) approved for funding for a three-year period beginning 1984-85 and ending 1986-87 under Title VII. The evaluation provides descriptive data on the achievement of project objectives as proposed under the grant. The main evaluation effort addresses these three areas: (1) progress made toward meeting the project objectives; (2) assessment of progress made by program trainees; and (3) utilization of data for the program began September 4, 1984, with recruitment and selection of stipended students taking place during the (Fall) academic quarter. The training of project participants was effected during Fall, Winter, Spring and Summer quarters. The program will be completed at the end of Fall Quarter, 1987.

TABLE 1
EVALUATION SUMMARY 1986-87

C = Completed
I = Incomplete

OBJECTIVES	ATTAINMENT OF OBJECTIVES					
ENABLING	ACTIVITIES	PERSONNEL RESPONSIBLE FOR ACTIVITY	OUTCOMES	TIMELINE	C	I
1.0 Recruitment of Program Trainees. To recruit qualified applicants for the program	1.0(a) Review/ revision of selection criteria.	1.0(a)-(c) Title VII Director	1.0(a) Establishment of selection criteria	Fall Qtr 1984	X	
	1.0(b) Dissemination of information regarding the program.		1.0(b) Applicant responses sufficient to meet or exceed quota.	Qtrly.	X	
	1.0(c) Formation of Selection Committee.		1.0(c) Committee report on recruitment procedures; recommendations.	Qtrly.	X	
2.0 Pre-Entry Level Requirements. To evaluate the academic background and language proficiency of applicants at the pre-entry level.	2.0(a) Evaluation of Bilingual Education coursework completed at the pre-entry level.	2.0(a) Title VII Director; Bil. Ed. program coordinator	2.0(a)-(b)Placement of applicant in the appropriate priority category for selection as a program participant	Qtrly.	X	
	2.0(b) Evaluation of the Main Area coursework completed by the applicant at the pre-entry level.	2.0(b) Title VII director; Bil. Ed. program coordinator school administration, special ed. coordinators.		Qtrly.	X	

	2.0(c) Assessment of the applicant's language proficiency in the target language.	2.0(c) Foreign Language Dept. Chairman.	2.0(c) Certification of the applicant's language proficiency in the target language.	Qtrly.	X	
3.0 Implementation of Language Assessment Procedures. To implement procedures for assessing the language proficiency of applicants in one of the target languages at the pre-entry level.	3.0(a) Establishment of assessment methods that test the applicant's knowledge of the target language in the areas of speaking, reading, writing, and comprehension.	3.0(a) Foreign Language Dept. Chairman; Title VII director.	3.0(a) Identification of individual applicant's language proficiency skills in the target language.	Qtrly.	X	
	3.0(b) Coursework and tutoring to meet the applicant's individual language learning needs.	3.0(b) Foreign Languages Dept.	3.0(b) Remediation of identified deficiencies in the applicant's second language .	Summer 1985	X	
4.0 Selection of Program Trainees. To select, among all applicants, the best qualified trainees for the program.	4.0(a) Application of criteria in selection of program trainees.	4.0(a) BIEGS evaluators.	4.0(a) Selection of the number of trainees required to meet the program quota.	Qtrly.	X	
	4.0(b) Pre-planning for academic advisement of program trainees.	4.0(b) Title VII director; program coordinator.	4.0(b) Naming of academic advisors for program trainees.	Fall Qtr. 1984	X	

CURRICULAR	ACTIVITIES	PERSONNEL RESPONSIBLE FOR ACTIVITY	OUTCOMES	TIMELINE	C	I
5.0 Bilingual Education/Three Main Area Curriculum. To develop in prospective teachers of bilingual children those specific competencies related to effective curriculum implementation in multicultural/multilingual classrooms with handicapped and mainstream students.	5.0(a) Instruction in the areas of curriculum design, organization, delivery and evaluation.	5.0(a)Ed. Dept. instructional staff.	5.0(a) Students' successful completion of coursework as reflected in course grades.	Summer 1985	X	
	5.0(b) Formal and informal review and evaluation of coursework in the area of bilingual education/special education by students and faculty.	5.0(b) Ed. Dept. instructional staff.	5.0(b) Curriculum revision wherever required to meet the goals of the teacher preparation program in bilingual education and special education.	Fall Qtr. 1985	X	
6.0 Bilingual Education/Three Main Area Curriculum. To develop in prospective teachers of bilingual children those specific competencies related to the selection,	6.0(a) Instruction in the areas of second language, teaching, oral language development, precision teaching, and direct instruction.	6.0(a) Ed. Dept. instructional staff.	6.0(a) Students' successful completion of coursework as reflected in course grades.	Summer 1985	X	

application, and adaptation of methods and techniques appropriate for the instruction of the linguistically different students with and without special education needs.	6.0(b) Formal and informal review and evaluation of coursework in the area of bilingual education/special education methods and techniques by students and faculty.	6.0(b) Ed. Dept. instructional staff.	6.0(b) Curriculum revision wherever required to meet the goals of the teacher preparation program in bilingual education and special education.	Fall Qtr. 1985	X
7.0 Bilingual Education/Three Main Areas Assessment and Evaluation. To develop in prospective teachers of bilingual children those specific competencies related to the appropriate assessment and diagnosis of linguistically different students: (1) with a suspected handicapping condition, and (2) reading diagnosis for the normal child.	7.0(a) Instruction in the areas of non-discriminatory testing, selection, adaptation and application of testing instruments and diagnosis.	7.0(a) Ed. Dept. instructional staff.	7.0(a) Student's successful completion of coursework as reflected in course grades.	2nd Yr of Grant	X
	7.0(b) Formal and informal review and evaluation of coursework in the area of bilingual education/special education non-discriminatory testing and evaluation, and in the areas of reading.	7.0(b) Ed. Dept. instructional staff.	7.0(b) Curriculum revision whenever required to meet the goals of the teacher preparation program in the three main areas.	2nd Yr. of grant	X

8.0 Educational Rights of the Handicapped and Limited English Proficient (LEP) To provide training for prospective teachers of bilingual exceptional children in the legal foundations for bilingual edution for the handicapped.	8.0 Instruction in the legal foundations of bilingual education and education for the handicapped including federal and state legislation, and current issues pertaining to the rights of handicapped minority students and their parents.	8.0 Ed. Dept. instructional staff.	8.0 Students' successful completion of coursework as reflected in course grades.	Summer 1985	X
9.0 Practical Application in the Classroom. To provide trainees with practicum settings with normal and exceptional bilingual students.	9.0(a) Selection of practicum sites; naming of supervisors and cooperating teachers.	9.0(a) Ed. Dept. Instructional Staff.	9.0(a) Placement of trainees in schools with normal and exceptional bilingual students for the recommended number of hours of practicum experience.	3rd. Yr. of Grant	X
	9.0(b) Review/ revision of exiting criteria for evaluation of practicum experience.	9.0(b) Ed. Dept. instructional staff.	9.0(b) Specifications of competencies and performance required of trainees in classroom situations.	3rd Yr. of Grant	X

10.0 Practical Application in Field Experience Setting. To provide trainees with field experience in in community environments with large concentrations of the target minority populations (handicapped and normal).	10.0(a) Selection of field experience sites including agencies that provide legal, health or counseling services for families with handicapped members.	10.0(a) Ed. Dept. instructional staff.	10.0(a) Placement of trainees in field experience situations that will provide practical situations that will provide practical experiences working with the minority community.	3rd Yr. of Grant	X	
	10.0(b) Review/ revision of exiting criteria for evaluation of field experience.	10.0(b) Ed. Dept. instructional staff.	10.0(b)Specifications of competencies and performance required of trainees in field experience settings.	3rd Yr. of Grant	X	
NON-CURRICULAR	ACTIVITIES	PERSONNEL RESPONSIBLE FOR ACTIVITY	OUTCOMES	TIMELINE	C	I
11.0 Community/ Parental Involvement. To develop in program trainees the interpersonal skills necessary to improve communication between the school and home environments of normal and handicapped LEP children.	11.0(a) Scheduling of workshops for program trainees in interpersonal relations focusing on interactions with minority group parents of handicapped and normal LEP children	11.0(a) Title VII director; IHE/ School District committee	11.0(a) Parent involvement plan developed by program trainees in cooperation with CWU faculty and school district personnel.	2nd Yr. of Grant	X	

12.0 Multi-ethnic Awareness To enhance the multiethnic understandings of prospective teachers of bilingual normal and exceptional children.	12.0 Scheduling of seminars and informal discussion group sessions sponsored by departments of education and the social sciences for teacher competency in the application of cultural knowledge.	12.0 Title VII director; multicultural ed. committee (Ed. Dept. Anthropology Dept; Psychology Dept; Foreign Langs. Dept.)	12.0 Trainees' application of acquired knowledge and skills in practicum and field experience.	Summer 1986	X
13.0 Institutionalization of the Program Concept at the IHE. To contribute academic and programmatic data which will assist in the development of Bilingual Ed. in the Three Main Areas as an on-going and fully institutionalized program at CWU.	13.0(a) Field testing of the Three Main Areas coursework in the specialist sequences.	13.0(a) Ed. Dept. instructional staff.	13.0(a) Completion of field testing of new coursework.	Beg. Spr. Qtr. 1985	X
	13.0(b) Submission to the appropriate departmental committees of a proposed area of specialization in bilingual special education and bilingual language arts.	13.0(b) Title VII director; program coordinators.	13.0(b) Approval of areas of emphasis in bilingual special education and bilingual language arts.	Beg. Fall Qtr. 1984	X
	13.0(c) Implementation of procedures for formal and informal evaluation of trainees academic progress.	13.0(c) Title VII director.	13.0(c) Completion of quarterly evaluation.	Qtrly.	X

	13.0(d) Development of needs survey.	13.0(d) Title VII director.	13.0(d) Completion of needs survey.	3rd Yr. of Grant	X
14.0 Project Evaluation. To establish a data base for the statistical and descriptive evaluation of the project components.	14.0 Establishment of baseline data during the first year of the grant.	14.0 Title VII director.	14.0 Completion of project evaluation (descriptive for the first year; descriptive and statistical on the second and third years.)	Yearly	X

Assessment of Progress Made by Program Trainees.

This subsection includes a description of trainees with respect to the following:

(1) Numbers in attendance during the academic year 1986-87 (Table 2); and,
(2) degrees and credentials held at program entry (Table 3); and,
(3) public/private school positions held (Table 4).

Also included in this section is specific information about the academic progress made by project students and their performance in tests and coursework. Included here are the following items:

(4) Program participation and completion (Table 5);
(5) grade point averages at program entry and currently (Table 6);
(6) Spanish Language Proficiency results (Table 7);
(7) graduate record examination results (Table 8);
(8) status of program students in Masters' programs options (Table 9); and,
(9) courses taken with grades for academic year (Tables 10, 11, 12, and 13).

Discussion of the above nine items will be found on the following pages.

(1) Numbers in attendance during the academic year, 1986-87. Table 2 includes data from the reports of the previous two years. The sixty-seven trainees who were in the program at the end of Summer, 1986, saw their numbers reduced by ten during the Fall of 1986 with one trainee finishing the program and nine trainees discontinuing the program. These fifty-seven trainees were reduced to thirty-five during the Winter of 1987 when one new trainee was added but twenty-three transferred to another program, Training of Bilingual Education Teachers (TOBET). The number of trainees was increased to thirty-six during the Spring of 1987 with the addition of two trainees while one discontinued the program . With one new trainee being added during the Summer of 1987 and with two finishing the program, a total of thirty-five trainees were still in the program at the end of Summer, 1987. These data can be found in Table 2.

Table 2 also includes the programs that the trainees are following. As of the end of Summer, thirty-three trainees were pursuing a Master's program and two were interested in obtaining continuing certification.

At the bottom of Table 2 is a list of numbers of trainees taking classes each quarter and the number of classes taken. The specific courses taken during the year and the grades received can be found in Tables 10, 11, 12, and 13.

TABLE 2

BIEGS PROGRAM SUMMARY OF ATTENDANCE
Fall 1984 - Summer 1987

	Wtr 85	Spr 85	Sum 85	Fall 85	Wtr 86	Spr 86	Sum 86	Fall 86	Wtr 87	Spr 87	Sum 87
	(84-85 report)			(85-86 report)							
Cont. Students	0	12	28	53	65	67	67	67	57	35	36
New Students	12	16	26	16	2	1	6	0	1	2	1
Number Finishing Program	0	0	0	0	0	0	-4*	-1	0	0	-2
Number Discont. Program	0	0	-1	-4	0	-1	-2	-9	0	-1	0
Number Transferred								0	-23	0	0
TOTALS	12	28	53	65	67	67	67	57	35	36	35

Following is a distribution of the above according to programs.

MASTERS	11	20	31	50	50	51	53	45	33	34	33
CONT. CERT.	1	8	20	5	6	5	4	3	2	2	2
INT. CERT.	0	0	2	10	11	11	10	9	0	0	0
TOTALS	12	28	53	65	67	67	67	57	35	36	35

Following is the number of students earning credit each quarter of 1986-87	38	18	14	31
Total number of classes taken each quarter of 1986-87 ...	69	26	24	110

*There was an error in the previous report. Four, rather than the reported three, people finished the program.

(2) Degrees and credentials held by trainees at program entry. Initial certification (temporary) in Washington State is by grade levels. Elementary teachers are endorsed for kindergarten through grade eight (K-8) while secondary teachers are endorsed for grades four through twelve (4-12). A few specialists are endorsed for kindergarten through grade twelve (K-12). This is a new pattern that has just been enacted by the State Board of Education. A few teachers (trained in Early Childhood Education) will be certified K-3. Of the eighty-three trainees that have been involved in this program, fifty-two (62.7%) were certified elementary; nine (10.8%) were certified secondary; eight (9/6%) were elementary and secondary; and fourteen (16.9%) were working for their initial certification. All trainees have bachelor's degrees from accredited colleges or universities. Although teaching endorsements for trainees are from many disciplines, all trainees have met the criteria for participation in Bilingual Education graduate studies and all of the trainees currently in the program are in the process of completing the prerequisites for Graduate coursework in Bilingual Education.

Table 3 summarized the degrees, certificates, endorsements and source of degrees for the program trainees. Abbreviations are used in the Table to reduce the bulkiness of the table. Following is a list containing the abbreviations used:

A	Anthropology	ESL	Eng. Second Lang.	R	Reading
B	Bilingual Studies	G	Geography	S	Spanish
BE	Business Education	H	History	SC	Science
BI	Bil. Intercultural	I	Industrial Tech.	SE	Special Educ.
C	Chicano Studies	L	Linguistics	SOC	Sociology
E	Education	LA	Language Arts	SP	Speech Path.
ECE	Early Child. Ed.	N	Natural Science	SS	Social Science
EE	Elem. Education	P	Psychology	U	Univ. Studies
ENG	English				

CWU	Central Washington University	UW	Univ. of Washington
EWU	Eastern Washington University	WSU	Wash. State University
PLU	Pac. Lutheran University	WWU	Western Washington Univ.

(3) Public/private school positions held. Of the eighty-three trainees that have been involved in the program for the past three years, fifty-eight (69.9%) have been classroom teachers working with the LEP children in a variety of instructional settings. Eight trainees (9.6%) have been teacher trainees, social workers, testor/evaluators, etc. Six trainees (7.2%) have been full-time graduate students and eleven (13.3%) have been serving as instructional aides in public schools. Most of the trainees who are practicing teachers come from school districts in the eastern part of the state with the largest concentration from the Yakima Valley where fairly large numbers of Hispanic students are found. Most of the instructional aides are working in the Seattle area. All program trainees, regardless of current position, are preparing for careers in education at the leadership level.

Table 4 is a listing of the current positions held by trainees and the school and school districts of employment.

TABLE 3
DEGREES/CREDENTIALS HELD BY TRAINEES AT PROGRAM ENTRY

NAME OF STUDENT	INT. CERT.	CONT. C.	ENDORSEMENTS	BACHELOR'S DEGREE FROM
Acosta, Vicente	K-8	-	S, C	CWU
Ady, James	-	-	-	U of W
Arteaga, Mateo	7-12	-	I	EWU
Bender, Don	K-9	-	EE	WSU
Betancourt, Aurelia	K-8	yes	C, EE	U of W
Bonilla, Margaret	K-12	yes	E, SE	Fresno S.
Blanford, Lily	K-8	-	EE	Northwestern
Briones, Jesus	K-12	yes	S	EWU
Brooks, Elizabeth	K-8	-	Art, EE	CWU
Capetillo, Homero	K-8	-	BI, EE	CWU
Castilleja, Abel	7-12	-	S, SOC	CWU
Castilleja, Helen	K-8	-	B, EE	CWU
Castilleja, John	K-12	yes	S, H	CWU
Castilleja, Jovita	K-8	yes	EE, ECE	CWU
Castilleja, Romauldo	K-8	-	EE	EWU
Chantharangsy, K.	-	-	EE	U of India
Cerna, Felisa	K-8	-	B	CWU
Clement, Melisa	7-12	yes	U, B, EE	New Mexico
Egan, Cynthia	K-8	yes	S, SE, EE	CWU
Elizondo, Jose	K-8	yes	EE	CWU
Enriquez, Connie	K-8	-	B, EE	CWU
Fleener, Tammy	K-8	-	S, B, EE	CWU
Flores, Dalia	K-8	-	B, EE	CWU
Flores, Rosa	K-8	-	B, EE	CWU
Floyd, Martha	-	-	S, EE	U or Arizona
Garcia, Kathleen	K-8	yes	S	WWU
Garcia, Monica	K-8	-	B, EE	CWU
Ginther, Judith	K-8	pending	Art, Music	PLU
Greisen, Joe	K-8	yes	S, H, EE	Columbia
Gregoire, Cynthia	K-8	yes	EE, P	CWU
Gudmunson, Gregg	7-12	-	S, Music	WWU
Gutierrez, Micki	K-8	-	B, EE	CWU
Hackner, Eloisa	K-8	-	B, EE	CWU
Hernandez, Alicia	K-8	yes	BI, EE	CWU
Hernandez, Juanita	K-8	-	EE	CWU
Hernandez, Karen	K-12	yes	S, H	WWU

NAME OF STUDENT	INT. CERT.	CONT. C.	ENDORSEMENTS	BACHELOR'S DEGREE FROM
Hernandez, Raul	K-8	-	N, EE	U. of Washington
Jean, Juanita	K-8	-	B	CWU
Johnson, Guadalupe	K-8	yes	S, C, EE	WSU
Juarez, Silvester	7-12	yes	S, P	CWU
Le, Catherine	-	-	B	U of Viet Nam
Le, Nguyet Nga	-	-	B, EE	U of Viet Nam
Liu, Shuh-Yun	-	-	B, EE	Washington U.
Lobos, Carla	7-12	-	ESL	U. of Chile
Lopez, Amanda	K-12	yes	S, French	EWU
McLauchlan, Jack	K-8	-	G, A, H	U of Washington
Macias, Frances	K-12	yes	SE, EE	CWU
Martinez, Antonio	K-8	yes	BI, EE	U of Washington
Martinez, Arnoldo	K-8	-	EE	U of Washington
Martinez, Felix	K-8	yes	SS, EE	CWU
Martinez, Joe	K-8	yes	SS, EE	CWU
Merritt, Joanne	K-8	yes	S, L	WWU
Montalvo, Linda	K-8	yes	EE, Speech	Pan Am. U.
Morales, Rosa	K-8	yes	BI, EE	CWU
Munoz, Antonia	K-12	-	B	CWU
Ng, Yung	-	-	EE, SOC	U of Washington
Ortiz, Diane	K-8	-	B, EE	CWU
O'Shaughnessy, M.	K-8	-	EE	CWU
Paez, Yolanda	K-8	-	S, EE	CWU
Patino, Emma	K-6	yes	LA, SS, SC	Ft. Wright
Plata, Juan	K-8	yes	S, P, H	CWU
Poole, Cara	7-12	-	S	Sea. Pacific
Ramos, Irma	K-12	-	ENG, EE, B	U of Washington
Rivera, Sandra	K-8	yes	S, ENG	Cent. Michigan
Robinson, Martha	K-8	-	S, R, EE	CWU
Sanchez, Raul	K-8	yes	E	WSU
Santillana, Raquel	K-12	-	H, S	Antillian College
Schull, Jeri	K-8	yes	EE	Brigham Young
Sifuentes, Adeline	K-8	-	B, EE	CWU
Stump, Luz	K-8	-	EE	CWU
To, Ky Thi	-	-	B	U of Viet Nam
Tobias, Ramon	K-12	yes	H, S, EE	CWU
Torres, Raul	K-9	yes	S, BE	CWU
Traluch, Sovann	-	-	Math	U of Washington
Tran, Son	-	-	B, EE, French	U of Washington
Trang, Nguyen	-	-	Pharmacy	Sorbonne
Truong, Kim	-	-	B, EE	U or Washington

NAME OF STUDENT	INT. CERT.	CONT. C.	ENDORSEMENTS	BACHELOR'S DEGREE FROM
Vela, Helen	K-8	-	B, EE	CWU
Viernes, Gloria	K-3	yes	ECE	CWU
Vittonet, Jody	K-6	yes	B	CWU
Vonsakdy, Somsy	-	-	B, EE	Bangkok U.
Wei, An-Chi	-	-	B, EE	U of Utah
Zavala, Diann	K-3	-	ECE	CWU

TABLE 4
PUBLIC/PRIVATE SCHOOL POSITIONS HELD

NAME OF STUDENT	CURRENT POSITION	SCHOOL	SCHOOL DISTRICT
Acosta, Vicente	Juvenile Counselor	Parke Creek	None
Ady, James	ESL Teacher (T)	CBC	None
Arteaga, Mateo	Industrial Arts (T)	Mt. Si HS	Snoqualmie
Bender, Don	Teacher Trainer	Various	None
Betancourt, Aurelia	Bil. Resource (T)	Wash. E.	Sunnyside
Bonilla, Margaret	(Graduated - Present Position Unknown)		
Blanford, Lily	Instruc. Aide	Arbor Heights	Seattle
Briones, Jesus	Spanish (T)	Walla Walla HS	Walla Walla
Brooks, Elizabeth	Kindergarten (T)	Ruth Childs E.	Yakima
Capetillo, Homero	Spanish (T)	Bellevue SD	Bellevue
Castilleja, Abel	Firefighter	None	None
Castilleja, Helen	Teacher	Artz-Fox	Mabton
Castilleja, John	4th Grade T.	Sunnyside E.	Sunnyside
Castilleja, Jovita	Teacher	Lincoln Elem.	Toppenish
Castilleja, Romauldo	4th Grade T.	School #7	Yakima
Chantharangsy, K.	I.A.	W. Woodland	Seattle
Cerna, Felisa	2nd Grade T.	Sunnyside E.	Sunnyside
Clement, Melisa	Chap. I Migrant	Sunnyside JH	Sunnyside
Egan, Cynthia	Spec. Education	Selah E.	Selah
Elizondo, Jose	Migrant Teacher	None	None
Enriquez, Connie	1st Grade Biligual	Wapato E.	Wapato
Fleener, Tammy	ESL, K-12	Foster Tukwila	S. Central
Flores, Dalia	Migrant Resource	Garfield E.	Toppenish
Flores, Rosa	Tester, Evaluator	Various	Yakima
Floyd, Martha	Curr. Director	Santa Cruz	Tumacacori, AZ
Garcia, Kathleen	1st Grade Bilingual	Wapato	Wapato
Garcia, Monica	Bil. Spec. Ed.	Adams Elem.	Yakima
Ginther, Judith	1st Grade Teacher	St. Joseph	Sunnyside
Greisen, Joe	Bilingual Teacher	Lutacaga E.	Othello
Gregoire, Cynthia	Migrant Resource	Prospect Pt.	Walla Walla
Gudmunson, Gregg	Spanish Teacher	Col. Place MS	Lynnwood
Gutierrez, Micki	Bilingual Teacher	Yakima Valley C.	None
Hackner, Eloisa	6th Grade Teacher	Wapato M.S.	Wapato
Hernandez, Alicia	Bil. Resource T.	Connell E.	North Franklin
Hernandez, Juanita	2nd Grade Bilingual	Barge-Lincoln	Yakima
Hernandez, Karen	3rd, 4th, & Span.	Easton Elem.	Easton

NAME OF STUDENT	CURRENT POSITION	SCHOOL	SCHOOL DISTRICT
Hernandez, Raul	Migrant Resource	Various	North Franklin
Jean, Juanita	2nd Grade T.	Barge-Lincoln	Yakima
Johnson, Guadalupe	3rd Grade Bilingual	Adams Elem.	Yakima
Juarez, Silvester	Spanish Teacher	Wapato HS	Wapato
Le, Catherine	IA	Ballard HS	Seattle
Le, Nguyet Nga	IA	West Woodland	Seattle
Liu, Shuh-Yun	Bil. Serv. Asst.	Mower H.S.	Seattle
Lobos, Carla	Teacher	St. Joseph's	Sunnyside
Lopez, Amanda	1st, 2nd Bilingual	Barge-Lincoln	Yakima
McLauchlan, Jack	4th Grade Bilingual	Knolls Vista	Moses Lake
Macias, Frances	Social Worker/Teacher	Various	Yakima
Martinez, Antonio	6th-8th Migrant	Various	Toppenish
Martinez, Arnoldo	4th Grade Bilingual	Garden Heights	Moses Lake
Martinez, Felix	Social Worker	Adams Elem.	Yakima
Martinez, Joe	Migrant Teacher	Adams Elem.	Yakima
Merritt, Joanne	Migrant Resource	Granger H.S.	Granger
Montalvo, Linda	1st Grade Bilingual	Jefferson	Yakima
Morales, Rosa	1st Grade Bilingual	Wapato Elem	Wapato
Munoz, Antonia	1st Grade Teacher	Sunnyside Elem	Sunnyside
Ng, Yung	I.A.	Ballard H.S.	Seattle
Ortiz, Diane	Bilingual Teacher	St. Joseph's	Sunnyside
O'Shaughnessy, M.	Elementary Teacher	Not known	Puyallup
Paez, Yolanda	1st/2nd Combination	Thorp Elem.	Thorp
Patino, Emma	Reading Specialist	Garfield E.	Yakima
Plata, Juan	Teacher	Washington J.H.	Yakima
Poole, Cara	Substitute Teacher	Various	South Kitsap
Ramos, Irma	1st Grade Teacher	Not Known	Moses Lake
Rivera, Sandra	(relocated to South Texas)		
Robinson, Martha	Migrant Resource	Davis Elem.	College Place
Sanchez, Raul	4th grade Teacher	Jefferson E.	Yakima
Santillana, Raquel	Intensive Spanish	Wenat. Valley C.	Wenatchee
Schull, Jeri	3rd Grade Bilingual	Longfellow	Pasco
Sifuentes, Adeline	Spanish/Bilingual	Artz-Fox	Mabton
Stump, Luz	4th Grade Bilingual	Mt. Adams El.	Toppenish
To, Ky Thi	I.A.	Everett H.S.	Everett
Tobias, Ramon	Bilingual Teacher	not known	Toppenish
Torres, Raul	Spanish Teacher	L&C J.High	Yakima
Traluch, Sovann	Stud. Init. Cert.	CWU	None
Tran, Son	I.A.	Not Known	Seattle
Trang, Nguyen	I.A.	Sharples	Seattle
Truong, Kim	I.A.	Not Known	Seattle

NAME OF STUDENT	CURRENT POSITION	SCHOOL	SCHOOL DISTRICT
Vela, Helen	1st Bilingual	Lincoln Elem.	Toppenish
Viernes, Gloria	2nd Grade Teacher	Wapato Primary	Wapato
Vittonet, Jody	6th Grade Teacher	St. Joseph's	Sunnyside
Vonsakdy, Somsy	I.A.	Not Known	Seattle
Wei, An-Chi	I.A.	Not Known	Seattle
Zavala, Diann	1st Grade Bilingual	Wapato Primary	Wapato

(4) Program students participation and completion. The number of trainees taking classes during the academic year of 1876-87 varied considerably. (This information is summarized at the bottom of Table 2.) Thirty-eight out of fifty-seven (66.7%) available trainees took a total of sixty-nine classes during the Fall of 1986. With the transfer of twenty-three trainees to the TOBET Program and the addition of one new student, there were then thirty-five trainees available for classes during the Winter quarter of 1987 and eighteen (51.4%) took a total of twenty-six classes. The percent of participation reached its lowest point during the Spring Quarter, 1987 when only fourteen out of thirty-six avaliable trainees (38.9%) enrolled in a total of twenty-four classes. As in the previous year, the busiest time for the program was the Summer Session when 88.6% (thirty-one out of thirty-five) of the trainees enrolled for a total of 110 classes.

Table 5 is a listing of all eighty-three trainees who have been involved in the program, when they entered the program, the number of hours they passed each term, and identifies the forty-eight trainees who have transferred, dropped or finished the program. The thirty-five trainees who were in the program at the end of Summer, 1987, are identified by the "+" in the last column of Table 5. The symbol "-" means that the trainee was not available for classes while the "n" means that the trainee elected not to take a class.

(5) BEIGS program students entry GPA's and current GPA's. Listed in Table 6 are the quarterly and cumulative grade point averages (GPA) of the eighty-three trainees at the time of entry into the program and their current grade point averages. The cumulative GPA arithmetic mean at the time of entry for all trainees was 3.305. It has increased to 3.497. There has been a statistically significant gain in GPA at the .05 level of significance. A t-test for two related samples was administered and a t-value of 5.07 is larger than the required value of 1.98. The obtained t-value of 5.07 is larger than the required value of 1.98 so the null hypothesis of no statistically significant difference between the two means is rejected. And as reported last year, this finding is not of great importance since it is generally recognized that students' GPAs tend to rise once they are accepted into a graduate program.

The marking system used at Central Washington University along with the numerical values used for calculating GPA's is listed below:

A = 4.00	B = 3.00	C = 2.00
A- = 3.70	B- = 2.70	C- = 1.70
B+ = 3.30	C+ = 2.30	D+ = 1.30

D = 1.00
D- = 0.70
F = 0.00

TABLE 5
BIEGS PROGRAM STUDENTS PARTICIPATION AND COMPLETION

NAME OF STUDENT	QUARTER BEGUN	(ACADEMIC QTRS. IN ATTENDANCE) FALL 86	WN 87	SPG 87	SUM 87	PROGRAM STATUS
Acosta, Vicente	Wn 85	6	–	–	–	Graduated
Ady, James	Su 85	9	16	13	7	+
Arteaga, Mateo	Sp 85	3	4	4	14	+
Bender, Don	Su 85	3	3	n	13	+
Betancourt, Aurelia	Sp 85	–	–	–	–	Dropped
Bonilla, Margaret	SU 85	–	–	–	–	Graduated
Blanford, Lily	FA 85	(D)	–	–	–	Finished
Briones, Jesus	SU 85	(D)	–	–	–	Dropped
Brooks, Elizabeth	SU 87	–	–	–	–	+
Capetillo, Homero	SU 85	n	n	n	10	+
Castilleja, Abel	FA 85	–	–	–	–	Dropped
Castilleja, Helen	WN 86	5	4	3	n	Dropped
Castilleja, John	SP 87	–	–	–	11	+
Castilleja, Jovita	FA 85	n	7	n	11	+
Castilleja, Romauldo	SU 86	n	n	n	11	+
Chantharangsy, K.	FA 85	7	(T)	–	–	Transferred
Cerna, Felisa	SU 85	2	(T)	–	–	Transferred
Clement, Melisa	SU 85	–	(T)	–	–	Transferred
Egan, Cynthia	SU 85	8	7	7	12	+
Elizondo, Jose	SU 85	(D)	–	–	–	Dropped
Enriquez, Connie	WN 85	(D)	–	–	–	Dropped
Fleener, Tammy	WN 85	3	n	n	4	+
Flores, Dalia	WN 85	n	(T)	–	–	Transferred
Flores, Rosa	SU 85	3	(T)	–	–	Transferred
Floyd, Martha	SU 85	n	n	n	11	Graduated
Garcia, Kathleen	WN 85	n	n	n	6	+
Garcia, Monica	SP 85	2	3	n	12	+
Ginther, Judith	SP 85	(D)	–	–	–	Dropped
Greisen, Joe	FA 85	3	n	n	n	+
Gregoire, Cynthia	SP 85	n	n	n	n	+
Gudmunson, Gregg	WN 85	3	n	(D)	–	Dropped
Gutierrez, Micki	SU 85	6	(T)	–	–	Transferred
Hackner, Eloisa	SU 85	8	(T)	–	–	Transferred
Hernandez, Alicia	SU 85	n	(T)	–	–	Transferred
Hernandez, Karen	WN 85	–	–	–	–	Graduated

NAME OF STUDENT	QUARTER BEGUN	(ACADEMIC QTRS. IN ATTENDANCE) FALL 86	WN 87	SPG 87	SUM 87	PROGRAM STATUS
Hernandez, Raul	SU 85	–	–	–	–	Dropped
Jean, Juanita	SU 86	n	n	5	11	+
Johnson, Guadalupe	SU 85	n	3	n	11	+
Juarez, Silvester	SP 85	n	3	n	n	+
Le, Catherine	FA 85	7	(T)	–	–	Transferred
Le, Nguyet Nga	FA 85	7	(T)	–	–	Transferred
Liu, Shuh-Yun	FA 85	7	(T)	–	–	Transferred
Lobos, Carla	SP 85	n	n	n	11	+
Lopez, Amanda	SP 85	8	4	4	11	+
McLauchlan, Jack	WN 85	n	n	2	10	+
Macias, Frances	WN 85	8	4	2	3	+
Martinez, Antonio	SU 86	(D)	–	–	–	Dropped
Martinez, Arnoldo	SU 85	–	–	–	–	Dropped
Martinez, Felix	WN 85	8	6	n	3	+
Martinez, Joe	WN85	8	4	4	11	+
Merritt, Joanne	WN 85	1	3	n	11	+
Montalvo, Linda	SU 85	n	n	n	11	+
Morales, Rosa	SU 85	–	–	–	–	Finished
Munoz, Antonia	WN 87	–	n	n	14	+
Ng, Yung	FA 85	6	(T)	–	–	Transferred
Ortiz, Diane	SU 85	3	(T)	–	–	Transferred
O'Shaughnessy, M.	SU 85	5	6	6	21	+
Paez, Yolanda	SU 85	3	n	n	16	+
Patino, Emma	SP 85	5	(T)	–	–	Transferred
Plata, Juan	FA 85	–	–	–	–	Dropped
Poole, Cara	SP 85	–	–	–	–	Dropped
Ramos, Irma	SP 87	–	–	3	13	+
Rivera, Sandra	SP 85	–	–	–	–	Finished
Robinson, Martha	SP 85	n	n	n	11	+
Sanchez, Raul	SP 85	6	n	n	n	+
Santillana, Raquel	SP 86	11	11	16	n	+
Schull, Jeri	SP 85	n	n	n	n	+
Sifuentes, Adeline	SU 85	5	(T)	–	–	Transferred
Stump, Luz	SU 85	–	–	–	–	Dropped
To, Ky Thi	FA 85	(D)	–	–	–	Dropped
Tobias, Ramon	SU 86	n	(T)	–	–	Transferred
Torres, Raul	WN 85	n	1	n	12	+
Traluch, Sovann	WN 86	13	(T)	–	–	Transferred
Tran, Son	FA 85	4	(T)	–	–	Transferred
Trang, Nguyen	FA 85	7	(T)	–	–	Transferred
Truong, Kim	FA 85	(D)	–	–	–	Dropped

NAME OF STUDENT	QUARTER BEGUN	(ACADEMIC QTRS. IN ATTENDANCE) FALL 86	WN 87	SPG 87	SUM 87	PROGRAM STATUS
Vela, Helen	SP 85	(D)	-	-	-	Dropped
Viernes, Gloria	SU 86	2	(T)	-	-	Transferred
Vittonet, Jody	SP 85	-	-	-	-	Dropped
Vonsakdy, Somsy	FA 85	7	(T)	-	-	Transferred
Wei, An-Chi	FA 85	7	(T)	-	-	Transferred
Zavala, Diann	SU 86	2	(T)	-	-	Transferred

TABLE 6
BIEGS PROGRAM STUDENTS ENTRY GPA'S AND CURRENT GPA'S

NAME OF STUDENT	QTR. BEGUN	Entry GPA		Current GPA	
		Cum	Qtr	Cum	Qtr
Acosta, Vicente	Wn 85	3.15	3.70	-	3.206
Ady, James	Su 85	2.68	3.30	2.00	3.151
Arteaga, Mateo	Sp 85	3.22	3.33	2.98	3.302
Bender, Don	Su 85	3.61	4.00	3.83	3.820
Betancourt, Aurelia	Sp 85	2.12	4.00	-	3.490
Bonilla, Margaret	Su 85	3.00	3.80	-	3.450
Blanford, Lily	Fa 85	2.60	2.12	-	3.900
Briones, Jesus	Su 85	3.49	3.54	-	3.530
Brooks, Elizabeth	Su 87	3.65	3.70	3.60	3.629
Capetillo, Homero	Su 85	3.31	3.13	3.57	3.723
Castilleja, Abel	Fa 85	2.81	2.78	-	3.416
Castilleja, Helen	Wn 86	3.00	2.26	2.30	3.217
Castilleja, John	Sp 87	3.07	3.00	3.26	3.092
Castilleja, Jovita	Fa 85	3.10	3.00	3.44	3.297
Castilleja, Romauldo	Su 86	3.34	2.70	2.60	3.057
Chantharangsy, K.	Fa 85	3.44	3.44	3.25	3.411
Cerna, Felisa	Su 85	3.45	4.00	3.00	3.491
Clement, Melisa	Su 85	3.78	3.81	-	3.670
Egan, Cynthia	Su 85	3.35	3.56	3.70	3.421
Elizondo, Jose	Su 85	3.62	4.00	-	2.986
Enriquez, Connie	Wn 85	3.30	3.64	-	3.600
Fleener, Tammy	Wn 85	3.50	3.71	4.00	3.940
Flores, Dalia	Wn 85	2.53	3.00	-	2.920
Flores, Rosa	Su 85	2.40	2.40	3.00	2.986
Floyd, Martha	Su 85	3.77	3.70	4.00	3.867
Garcia, Kathleen	Wn 85	3.93	4.00	3.79	3.906
Garcia, Monica	Sp 85	3.63	4.00	4.00	3.545
Ginther, Judith	Sp 85	3.53	4.00	-	3.680
Greisen, Joe	Fa 85	3.30	3.00	3.50	3.362
Gregoire, Cynthia	Sp 85	3.85	3.00	3.91	3.880
Gudmunson, Gregg	Wn 85	3.04	3.20	3.70	3.758
Gutierrez, Micki	Su 85	3.04	2.96	3.85	3.145
Hackner, Eloisa	Su 85	2.71	2.91	3.70	3.320
Hernandez, Alicia	Su 85	2.81	2.60	3.67	3.545
Hernandez, Juanita	Su 85	3.53	3.60	3.00	3.192
Hernandez, Karen	Wn 85	3.80	4.00	-	3.730

NAME OF STUDENT	QTR. BEGUN	Entry GPA		Current GPA	
		Cum	Qtr	Cum	Qtr
Hernandez, Raul	Su 85	2.62	2.00	-	2.940
Jean, Juanita	Su 86	3.01	2.76	3.05	3.164
Johnson, Guadalupe	Su 85	3.55	3.00	3.50	3.555
Juarez, Silvester	Sp 85	3.57	3.30	3.00	3.571
Le, Catherine	Fa 85	3.31	3.31	3.02	3.020
Le, Nguyet Nga	Fa 85	2.83	3.49	3.02	3.367
Liu, Shuh-Yun	Fa 85	3.00	3.11	3.87	3.87
Lobos, Carla	Sp 85	3.30	4.00	4.00	3.961
Lopez, Amanda	Sp 85	3.82	3.70	3.46	3.757
McLauchlan, Jack	Wn 85	3.31	3.70	4.00	3.876
Macias, Frances	Wn 85	3.06	3.00	0.00	2.784
Martinez, Antonio	Su 86	3.01	3.25	-	3.280
Martinez, Arnoldo	Su 85	3.00	3.00	-	3.570
Martinez, Felix	Wn 85	3.36	3.30	2.00	3.324
Martinez, Joe	Wn 85	3.28	3.30	2.00	3.197
Merritt, Joanne	Wn 85	3.77	3.74	3.91	3.774
Montalvo, Linda	Su 85	3.50	3.70	3.58	3.558
Morales, Rosa	Su 85	3.32	3.73	3.70	3.751
Munoz, Antonia	Wn 87	3.42	3.19	3.43	3.436
Ng, Yung	Su 85	3.30	3.24	3.65	3.917
Ortiz, Diane	Su 85	2.48	2.43	4.00	3.368
O'Shaughnessy, M.	Su 85	3.53	3.47	3.46	3.586
Paez, Yolanda	Sp 85	3.50	3.00	3.64	3.616
Patino, Emma	Fa 85	3.03	2.75	3.50	3.716
Plata, Juan	Fa 85	3.25	2.44	-	3.260
Poole, Cara	Sp 85	3.44	3.44	-	3.440
Ramos, Irma	Sp 87	3.64	3.50	3.85	3.782
Rivera, Sandra	Sp 85	3.74	3.00	-	3.860
Robinson, Martha	Sp 85	3.41	3.49	3.33	3.469
Sanchez, Raul	Sp 85	3.41	4.00	3.58	3.563
Santillana, Raquel	Sp 86	4.00	4.00	3.93	3.803
Schull, Jeri	Sp 85	3.43	3.18	3.83	3.906
Sifuentes, Adeline	Su 85	2.61	3.12	3.40	2.890
Stump, Luz	Su 85	3.20	4.00	-	3.570
To, Ky Thi	Fa 85	4.00	4.00	-	3.930
Tobias, Ramon	Su 86	3.34	4.00	3.66	3.450
Torres, Raul	Wn 85	3.74	3.30	3.77	3.697
Traluch, Sovann	Wn 86	2.39	3.00	2.32	2.802
Tran, Son	Fa 85	3.86	3.86	4.00	3.874
Trang, Nguyen	Fa 85	3.82	3.82	3.82	3.770
Truong, Kim	Fa 85	3.78	3.78	-	3.860

NAME OF STUDENT	QTR. BEGUN	Entry GPA		Current GPA	
		Cum	Qtr	Cum	Qtr
Vela, Helen	Sp 85	3.52	3.17	-	3.270
Viernes, Gloria	Su 86	3.68	3.45	4.00	3.696
Vittonet, Jody	Sp 85	3.07	4.00	-	3.070
Vonsakdy, Somsy	Fa 85	3.34	3.34	3.60	3.224
Wei, An-Chi	Fa 85	3.92	3.92	3.70	3.774
Zavala, Diann	Su 86	3.35	3.62	4.00	3.693

Table 6 is a listing of the eight-three trainees who have been a part of the program, their time of entry into the program, their quarterly and cumulative GPA's at the time of entry and currently. A "-" in the column under current GPA means that the trainee did not take any classes during the past academic year so only their cumulative GPA is reported.

(6) Spanish Proficiency Exam results. Only five of the remaining trainees out of the total of eighty-three who have been in the program have not passed or are exempt from the Spanish Language Proficiency Examination. This test is administered by the Foreign Languages Department at Central Washington University. Four of these five trainees have failed the writing portion of the examination and need to take additional coursework. The fifth trainee did not pass two of the sub-tests, writing and reading, and is required to take additional coursework.

Table 7 is a listing of the eight-three trainees and their status with regard to the Spanish Language Proficiency Examination (Zepeda-Saldate).

(7) Graduate Record Examination results. The results on the Graduate Record Examination of the eight-three BIEGS trainees are recorded in Table 8. Forty-seven of the trainees have taken the test and received an arithmetic mean score of 389.57 on the verbal test, which was compared to the Central mean score of 478. A one-sample t-test was administered to these two means and a t-value of 5.53 was obtained. The .05 t-value for df = 40 is 2.021. Thus, the null hypothesis is rejected which means that there is a statistically significant differenc between the two means with the BIEGS trainees scoring significantly lower than the institutional group.

The forty-seven trainees scored an average of 398.09 on the quantitative portion of the test. A one-sample t-test was administered to this mean by comparing it to the institutional mean of 471. A t-value of 4.04 was obtained and them compared to the .05 t-value of 2.021 (df = 40). Again, since the obtained value was larger than the required value, the null hypothesis of no statistically significant difference between the two means was rejected. Thus, the BIEGS trainees did not score as well as the institutional group.

There was no statistically significant difference between the mean scores of the forty-seven trainees on the verbal and quantitative and verbal tests. A t-value of 0.70 was obtained so the null hypothesis was retained.

Table 8 is a listing of all eighty-three trainees that have been part of the program along with the scores of the forty-seven trainees who have taken the Graduate Record Examination.

TABLE 7
SPANISH PROFICIENCY TEST RESULTS

NAME OF STUDENT	PASSED/EXEMPT	TEST NOT PASSED	RECOMMENDATIONS
Acosta, Vicente	Passed	-	-
Ady, James	-	Writing	Needs Comp. Class
Arteaga, Mateo	-	Writing, Reading	Needs coursework
Bender, Don	Passed	-	-
Betancourt, Aurelia	Dropped out of program.		
Bonilla, Margaret	Passed	-	-
Blanford, Lily	Exempt	-	-
Briones, Jesus	Exempt	-	-
Brooks, Elizabeth	Passed	-	-
Capetillo, Homero	Passed	-	-
Castilleja, Abel	Exempt	-	-
Castilleja, Helen	Passed	-	-
Castilleja, John	Passed	-	-
Castilleja, Jovita	Exempt	-	-
Castilleja, Romauldo	-	Writing	Needs Composition
Chantharangsy, K.	Exempt	-	-
Cerna, Felisa	Passed	-	-
Clement, Melisa	Exempt	-	-
Egan, Cynthia	Passed	-	-
Elizondo, Jose	Passed	-	-
Enriquez, Connie	Dropped out of program.		
Fleener, Tammy	Exempt	-	-
Flores, Dalia	Transferred to Tobet		
Flores, Rosa	Passed	-	-
Floyd, Martha	Passed	-	-
Garcia, Kathleen	Passed	-	-
Garcia, Monica	Passed	-	-
Ginther, Judith	Passed	-	-
Greisen, Joe	Passed	-	-
Gregoire, Cynthia	Exempt	-	-
Gudmunson, Gregg	Exempt	-	-
Gutierrez, Micki	Passed	-	-
Hackner, Eloisa	Passed	-	-
Hernandez, Alicia	Exempt	-	-
Hernandez, Juanita	Transferred to TOBET		
Hernandez, Karen	Exempt	-	-

NAME OF STUDENT	PASSED/EXEMPT	TEST NOT PASSED	RECOMMENDATIONS
Hernandez, Raul	Passed	-	-
Jean, Juanita	Passed	-	-
Johnson, Guadalupe	Passed	-	-
Juarez, Silvester	Passed	-	-
Le, Catherine	Exempt	-	-
Le, Nguyet Nga	Exempt	-	-
Liu, Shuh-Yun	Exempt	-	-
Lobos, Carla	Exempt	-	-
Lopez, Amanda	Exempt	-	-
McLauchlan, Jack	Passed	-	-
Macias, Frances	Passed	-	-
Martinez, Antonio	Passed	-	-
Martinez, Arnoldo	Passed	-	-
Martinez, Felix	Passed	-	-
Martinez, Joe	-	Writing	Needs Composition
Merritt, Joanne	Exempt	-	-
Montalvo, Linda	Passed	-	-
Morales, Rosa	Passed	-	-
Munoz, Antonia	Passed	-	-
Ng, Yung	Exempt	-	-
Ortiz, Diane	Passed	-	-
O'Shaughnessy, M.	Passed	-	-
Paez, Yolanda	Passed	-	-
Patino, Emma	Passed	-	-
Plata, Juan	Passed	-	-
Poole, Cara	Exempt	-	-
Ramos, Irma	Passed	-	-
Rivera, Sandra	Exempt	-	-
Robinson, Martha	Passed	-	-
Sanchez, Raul	-	Writing	Needs Composition
Santillana, Raquel	Passed	-	-
Schull, Jeri	Passed	-	-
Sifuentes, Adeline	Passed	-	-
Stump, Luz	Passed	-	-
To, Ky Thi	Exempt	-	-
Tobias, Ramon	Passed	-	-
Torres, Raul	Passed	-	-
Traluch, Sovann	Exempt	-	-
Tran, Son	Exempt	-	-
Trang, Nguyen	Exempt	-	-
Truong, Kim	Exempt	-	-

NAME OF STUDENT	PASSED/EXEMPT	TEST NOT PASSED	RECOMMENDATIONS
Vela, Helen	Dropped out of Program		
Viernes, Gloria	Transferred to TOBET		
Vittonet, Jody	Passed	-	-
Vonsakdy, Somsy	Exempt	-	-
Wei, An-Chi	Exempt	-	-
Zavala, Diann	Transferred to TOBET		

TABLE 8
GRADUATE RECORD EXAM RESULTS

NAME OF STUDENT	VERBAL SCORE	QUANTITATIVE SCORE
Acosta, Vicente	370	360
Ady, James	410	350
Arteaga, Mateo	360	380
Bender, Don	490	540
Betancourt, Aurelia	320	350
Bonilla, Margaret	350	390
Blanford, Lily	Dropped out of program	
Briones, Jesus	310	200
Brooks, Elizabeth	470	490
Capetillo, Homero	280	500
Castilleja, Abel	Dropped out of program	
Castilleja, Helen	Not Taken	
Castilleja, John	540	620
Castilleja, Jovita	Not Taken	
Castilleja, Romauldo	440	560
Chantharangsy, K.	Transferred to TOBET	
Cerna, Felisa	Transferred to TOBET	
Clement, Melisa	Finished Program	
Egan, Cynthia	500	390
Elizondo, Jose	Dropped out of program	
Enriquez, Connie	200	200
Fleener, Tammy	460	580
Flores, Dalia	Transferred to TOBET	
Flores, Rosa	Transferred to TOBET	
Floyd, Martha	410	480
Garcia, Kathleen	600	690
Garcia, Monica	200	250
Ginther, Judith	440	410
Greisen, Joe	520	450
Gregoire, Cynthia	470	530
Gudmunson, Gregg	370	510
Gutierrez, Micki	Transferred to TOBET	
Hackner, Eloisa	360	240
Hernandez, Alicia	Transferred to TOBET	
Hernandez, Juanita	Transferred to TOBET	
Hernandez, Karen	580	440

NAME OF STUDENT	VERBAL SCORE	QUANTITATIVE SCORE
Hernandez, Raul	Dropped out of program	
Jean, Juanita	350	290
Johnson, Guadalupe	220	250
Juarez, Silvester	380	350
Le, Catherine	Transferred to TOBET	
Le, Nguyet Nga	Transferred to TOBET	
Liu, Shuh-Yun	Transferred to TOBET	
Lobos, Carla	320	390
Lopez, Amanda	400	260
McLauchlan, Jack	560	650
Macias, Frances	250	290
Martinez, Antonio	Dropped out of program	
Martinez, Arnoldo	Dropped out of program	
Martinez, Felix	270	340
Martinez, Joe	280	290
Merritt, Joanne	420	500
Montalvo, Linda	320	330
Morales, Rosa	260	290
Munoz, Antonia	300	410
Ng, Yung	Transferred to TOBET	
Ortiz, Diane	Transferred to TOBET	
O'Shaughnessy, M.	540	580
Paez, Yolanda	450	290
Patino, Emma	Transferred to TOBET	
Plata, Juan	250	260
Poole, Cara	Dropped out of program	
Ramos, Irma	460	430
Rivera, Sandra	Finished program	
Robinson, Martha	580	440
Sanchez, Raul	300	270
Santillana, Raquel	510	400
Schull, Jeri	440	420
Sifuentes, Adeline	Transferred to TOBET	
Stump, Luz	430	430
To, Ky Thi	Dropped out of program	
Tobias, Ramon	Transferred to TOBET	
Torres, Raul	360	440
Traluch, Sovann	Transferred to TOBET	
Tran, Son	Transferred to TOBET	
Trang, Nguyen	Transferred to TOBET	
Truong, Kim	Dropped out of program	

NAME OF STUDENT	VERBAL SCORE	QUANTITATIVE SCORE
Vela, Helen	210	200
Viernes, Gloria	Transferred to TOBET	
Vittonet, Jody	Dropped out of program	
Vonsakdy, Somsy	Transferred to TOBET	
Wei, An-Chi	Transferred to TOBET	
Zavala, Diann	Transferred to TOBET	

(8) Status of the thirty-three BIEGS trainees in Master's programs. The thirty-three trainees still in the program at the end of summer 1987, are working in two graduate programs. Eighteen trainees are working toward the Master of Education with the Administration speciality plus the Bilingual Education Option. Fifteen trainees are working toward the Master of Education with the Master Teacher speciality plus the Bilingual Education Option. The status of these thirty-three trainees is listed in Table 9. All trainees have to complete fifteen hours in educational foundation and research. A few will take sixteen or seventeen hours depending upon the elective courses they choose out of the foundation courses. The thirty-three trainees have completed 275 hours (53%) and need 244 hours (37%) to finish the foundational part of their program. This figure of 53% completed can be compared to the 41% reported last year. The status of each individual student can be found in Table 9. Of the eighteen trainees in Administration, thirteen (72.2%) have finished more than half of the requirements in the twenty-two hours administrative core. Five trainees have finished all the requirements while two have yet to take the first course. The eighteen trainees have completed 263 (66.4%) hours and have yet to take 133 (33.6%) hours. The ten hour Bilingual Education option is 54.4% (98 hours) complete, which leaves 45.6% or 82 hours to be completed. These same eighteen trainees have complsted alomst all (121 or 96%) of their elective hours with just one student (new during the Spring of 1987) having to finish five (4%) hours. Below is a summary of the above data for the eighteen trainees in the Administration program:

	Hours Completed	Hours Needed
Foundations	156 (53.6%)	135 (46.4%)
Admin. Core	263 (66.4%)	133 (33.6%)
Bilingual	98 (54.4%)	82 (45.6%)
Electives	121 (96.0%)	5 (4.0%)

The fifteen trainees remaining in the Master Teacher Program have completed 119 hours (52.2%) of their foundations courses and have yet to take 109 hours (47.8%). They have completed less than half (145 hours or 48.3%) of their language arts courses, having to finish some 155 (51.7%) hours. These fifteen trainees have completed 58% (87 hours) of the Bilingual Education Core, having yet to complete the remaining 42% (63 hours). Below is a summary of these data:

	Hours Completed	Hours Needed
Foundations	119 (52.2%)	109 (47.8%)
Language Arts	145 (48.3%)	155 (51.7%)
Bilingual	87 (58.0%)	63 (42.0%)

Table 9 is a listing of the thirty-three BIEGS trainees remaining in the program at the end of Summer, 1987, with their individual status in the different facets of their graduate programs.

TABLE 9
STATUS OF THIRTY-THREE BIEGS STUDENTS IN MASTER'S PROGRAMS

Master of Education - Administration (Eighteen Students)

	Ed. Founds. & Research (15 needed)		Admin. Core (22 needed)		Bil. Ed. Option (10 needed)		Electives (7 needed)	
Name of Student	Comp.	Need	Comp.	Need.	Comp.	Need	Comp.	Need
Arteaga, Mateo	13	3	22	0	5	5	7	0
Capetillo, H.	11	6	14	8	5	5	7	0
Castilleja, J.	3	12	3	19	3	7	2	5
Castilleja, Jov.	0	15	17	5	0	10	7	0
Castilleja, R.	6	9	0	22	3	7	7	0
Egan, Cynthia	15	6	22	0	10	0	7	0
Greisen, Joe	11	6	19	3	0	10	7	0
Juarez, Sil.	6	9	8	14	8	2	7	0
Lopez, Amanda	12	6	22	0	8	2	7	0
McLauchlan, J.	9	6	22	0	0	10	7	0
Macias, Frances	15	0	19	3	8	2	7	0
Martinez, Felix	9	6	17	5	8	2	7	0
Martinez, Joe	9	6	19	3	8	2	7	0
Munoz, Antonia	0	15	3	19	0	10	7	0
O'Shaughnessy, M.	13	6	19	3	0	10	7	0
Paez, Yolanda	12	6	0	22	6	4	7	0
Sanchez, Raul	9	6	22	0	8	2	7	0
Torres, Raul	3	12	15	7	5	5	7	0

Master of Education - Master Teacher (Fifteen Students)

	Ed. Foudations & Research (15 needed)		Bilingual Ed. Core (10 needed)		Language Arts or Special Ed. Option (20 needed)	
Name of Student	Comp.	Need	Comp.	Need	Comp.	Need
Ady, James	12	3	3	7	11	3
Bender, Don	10	5	6	4	3	17
Brooks, Eliz.	3	12	3	7	0	20
Fleener, Tammy	9	6	6	4	10	10
Garcia, Kathy	9	6	8	2	20	0
Garcia, Monica	11	4	8	2	15	5

Master of Education - Master Teacher (Fifteen Students)

	Ed. Foudations & Research (15 needed)		Bilingual Ed. Core (10 needed)		Language Arts or Special Ed. Option (20 needed)	
Name of Student	Comp.	Need	Comp.	Need	Comp.	Need
Gregoire, Cynth.	9	6	10	0	20	0
Johnson, Guad.	9	6	8	2	20	0
Lobos, Carla	9	6	8	2	11	9
Merritt, Jo.	9	6	8	2	11	9
Montalvo, L.	3	12	3	7	7	13
Ramos, Irma	6	9	0	10	5	15
Robinson, M.	6	9	6	4	14	6
Santillana, R.	11	4	2	8	0	20
Schull, Jeri	3	12	8	2	11	9

Note: The other fifty students (which accounts for the eighty-three names that are tracked throughout this report) are in Continuing Certification Programs (2), transferred to TOBET (23), discontinued the program (18), or have finished the program (7).

(9) Courses taken (with grades) during the academic year. As reported in Table 2, the BIEGS trainees enrolled in a total of 229 classes during the past year. As can be seen in Tables 10, 11, 12, and 13 the most usual situation was that one trainee being enrolled in one class. There wered only five classes during the year with seven or more trainees enrolled in the same class and two of these were special topics classes. Thus, only three classes, ED 431 and PSY 315 had eight trainees enrolled during the Fall quarter of 1986 and nine trainees took ED 507 during the Summer of 1987. To check how the BIEGS trainees compared with the class as a whole, the researcher made three one-sample t-tests. This test compared the arithmetic mean of the trainees ot the university mean for the same class. Following are the results in the three classes that warrant comparisons:

Class	N	BIEGS Mean	Univ. Mean	Obtained t-Value	Required t-Value	Statistically Sig. @ .05 level
ED 431	8	3.79	3.413	0.41	2.365	no
PSY 315	8	3.29	3.150	0.07	2.365	no
ED 507	9	3.60	3.391	0.30	2.306	no

It can be seen that there is no statistically significant difference for any of the three comparisons. Although the BIEGS trainees scored numerically higher than the classes as a whole, the differences can only be attributed to chance. The small sample sizes were an important part of the reason for not obtaining any significant differences. This, then, in the reason that no additional t-tests were made for any other classes.

A perusal of Tables 10, 11, 12, and 13 will show that the trainees did very well in most of their classes.

TABLE 10
SUMMARY OF BIEGS TRAINEES CLASSES AND GRADES
FALL, 1986

Class		Grades	Mean GPA
ED 323	Teaching Elem. School Math	A	
416	Strat., Tech., & Mat. for Teach. Reluctant Readers	B, A, A, A-	
417	Read. Readiness & Beg. Reading	B	
424	Read. in the Content Fields	B+	
431	Intercultural Education	5 A's, 3 A-, B	3.79
491	Workshop	A-	
498	Special Topics 1 Hour	A, A, B, B, I	
	2 Hours	A, B, B, S	
	3 Hours	A-, B	
500	Ed. Research & Develop.	A, A-, B+	
501	Educational Foundations	A	
523	Studies & Prob. in Reading	A-, A-	
542	Individualizing Instruction	A, A, A, B	
562	Elem. School Curriculum	A-	
580	Educational Administration	B+	
581	Public School Finance	B	
596	Individual Study 2 Hours	I	
	3 Hours	A-	
692A	Pre-Autumn Intern. - Admin.	S, S, S	
692B	Pre-Autumn Intern. - Superv.	S, S	
693	Intern in Sch. Admin.	S, S, S, S, S	
700	Thesis	S, IP	
ANTH 180	Introduction to Ling.	B	
ART 498	Individual Study	A-, A-	
HIST 301	History of the Northwest	B+	
MATH 324	Meth & Mat in Math, Second.	B-	
455.1	Principles of Geometry	D+	
PSY 315	Psychology for the Classroom	A, A-, B+, B, C+ 2, 2, 1, 1, 2	3.29

TABLE 11
SUMMARY OF BIEGS TRAINEES CLASSES AND GRADES
WINTER 1987

Class		Grades	Mean GPA
ED 442	Student Teaching	S	
491	Workshop	B, A-	
498	Special Topics	B, A, A, A, B, A	
508	Comparative Education	A-	
512	Legal Rights of LEP	I	
556	Bilingual Education Curriculum	A	
561	School Supervision	A-, B	
586	The Principalship	B+	
594	School Law	B	
596	Individual Study	A, B	
693	Intern in School Admin	S, S, S, S, S	
699	Ed. Develop. Proj. Study	IP	
700	Thesis	IP, IP	

TABLE 12
SUMMARY OF BIEGS TRAINEES CLASSES AND GRADES
SPRING, 1987

Class		Grades	Mean GPA
ED 414	Teaching Read. in MultiCult. Sett.	A	
418	Reading and Linguistics	A	
498	Special Topics	A, A, S	
502	History of Education	A, B	
518	Stds & Probs in Ed. Ling.	A, A	
525	Psychology of Reading	A	
581	Pub. School Finance: Intro	B-	
596	Individual Study	A, I	
693	Intern. in School Admin.	S, S, S, S	
700	Thesis	S, IP	
ART 498	Special Topic	C+	
ENG 516	Advanced Studies in Eng. Lang.	A	
MATH 425	Prob. Solv. Tech. in Math, Elem.	B	
SPED 534	Bil. Except. Student	A, A-	

TABLE 13
SUMMARY OF BIEGS TRAINEES CLASSES AND GRADES
SUMMER 1987

Class			Grades	Mean GPA
ART	498	Special Topic	S	
B. ED	429	Teach. Keyboarding in Elem. Class.	A	
	498	Special Topic	B	
ECE	415	Child Language Develop	A	
	448	Parent Involvement	A	
	449	Seminar	A, A, B	
ED	424	Reading in the Content Field	A, B	
	444	Educational Issues and the Law	A	
	448	Parent Involvement	A	
	491	Workshop	A	
	498	Special Topics 1 Hour	S	
		2 Hours	A, A-, B+, B, C, S 9, 2, 2, 1, 1, 1	3.56
		3 Hours	A, A	
	500	Ed. Research & Develop.	A-. B+, B+. B-, C-	2.94
	501	Ed. Foundations	A-, A-, B-	
	502	History of Education	B, B, B+, B-	
	504	Advanced Ed. Statistics	A	
	507	St. & Prbs In Intercultural Ed.	A, 5 A-, 3 B+	3.60
	508	Comparative Education	A	
	512	Legal Rights of LEP	I	
	521	Advanced Reading - Primary	B	
	523	Stds. & Probs. in Reading	A	
	525	Psychology of Reading	A, A	
	529	Diag. & Remediat. of Read. Diffi.	A	
	530	Practicum: Diag. & Rem. of Read. Dif.	S	
	542	Individualizing Instruction	A	
	544	Parent-Teacher Conferences	A	
	560	Teacher Evaluation	B, B	
	561	School Supervision	B, B	
	564	Secondary School Curriculum	A	
	581	Public School Finance: Intro.	B+	
	587	Ed. Grants Management & Budget	B+, B+	
	594	School Law	A-, B+, B	
	597	Graduate Research	A	
	596	Individual Study	A	
	598	Special Topic	A, B+	
	699	Ed. Develop. Proj. Study	A, IP, IP, IP, IP	
	700	Thesis	IP, IP, IP	
ENG	100	Eng. as a Second Lang.	S	
	498	Special Topic	I	
	599	Seminar	B, I	

Class		Grades	Mean GPA
MATH 510	Games of Chance	C	
598	Special Topic	A-	
PEF 116	Aquacises	A	
PEID 124	Intermediate Tennis	B-	
PE 491	Workshop Clinic	F	
498	Special Topics 1 Hour	S	
	3 Hours	A	
PSY 552	Human Growth and Develop - Advanced	A, A	
SCED 498	Special Topic	A	
SPAN 496	Individual Study	C-	
498	Special Topic	2 A's, B-, 3 C's, F	2.39
SPED 498	Special Topic	A	

APPENDIX C

SITE VISIT REPORT

TITLE VII

SITE VISIT REPORT

Grantee: Central Washington University
Department of Education
Black Hall
Ellensburg, Washington 98926

Program: Educational Personnel Training Program

Grant No.	FY'85 Grant Award	Project Period
1. G008425168	$157,108	36 months

Dates of Site Visit: March 18 and 19, 1986.

(Project BIEGS)

Project BIEGS (Bilingual Intercultural Education Graduate Studies) as it is commonly referred to is in its second year of operation under a three year project period. The training project consists of two training components - a Hispanic component and a Pacific Asian languages component. The Pacific Asian languages component was added the second budget period while the Hispanic component began the first budget period.

Staff Interviewed

Dr. Minerva Lopez-Caples, project director, Dr. Ron Caples-Osorio, bilingual multicultural education coordinator, Dr. Jimmie Applegate, dean; Dr. Bonnie Brooks, department chair; Dr. Dale Comstock, director of Graduate Studies and Research; Dr. Canzler, faculty member.

I also met with the Bilingual Education Program Advisory Committee consisting of nine faculty members from various department including several department chairpersons which oversee the implementation of both Project BIEGS and Project BESTT.

Others Interviewed

Dr. Greg Chan, Coordinator for Transitional Bilingual Education Programs for Seattle Public Schools; Pacific Asian languages students participating in one of the training components in Seattle; Ms. Margaret Bonilla-Green, one of the Hispanic students participating in the training program. She is pursuing an M.A. degree in Bilingual Special Education.

Not many of the Hispanic students were available for interviews due to the fact that the site visit had to be rescheduled during finals week of the winter quarter. The Hispanic students are employed full-time as classroom teachers in the tri-city and were not available for interviews. They attend classes in Yakima and the Columbia

Basin College Extension Center, the off-campus training sites during the academic year on a part-time basis. They attend classes full-time during the summer on the main campus in Ellensburg.

I met with Bilingual Pacific Asian students who attend classes given by CWU in Seattle as part of the Pacific Asian Languages component.

Background Information

Central Washington University is a small four-year institution located in a rural agricultural community in the middle of the state known as the tri-city area. The Hispanic population, mostly migrants, has settled in the tri-city area due to the apple and cherry fruit industry as well as the related food processing industry. Ellensburg is two hours driving time from Seattle on the eastern side of Snoqualmie pass in the Cascade Range.

Teacher preparation has been a longstanding mission of CWU. In addition, the university is committed to a strong outreach approach to teacher training due to its location in relation to the rural school districts in the eastern part of the state and the Seattle area.

This training project as initially funded very late in the summer of 1984. Three applications (#115, #113, and #146) were consolidated under this grant award. The initial in-house funding recommendation for CWU to carry out the recommended workscope for all three applications was $222,696. However, OBEMLA was only able to provide $125,000 for the initial budget period. Due to this situation, the grantee limited its training project workscope to meeting the needs of the Hispanic community. It was not until the continuation application for its second budget period that the Pacific Asian languages component was put back in.

From application PR#115 the following three groups were identified to be served. Participants selected would be pursuing the bilingual Education/Special Education (Spanish/English) Endorsement Program offered.

Group 1 - Those who have (a) an elementary teaching certificate, and (b) a bilingual education major. This group needs to complete the portion of the program that addresses the special education needs of language minority LEP children, the special education sequence coursework, special education, and (3) a bilingual education/special education specialist sequence.

Group 2 - Those who have (a) an elementary education teaching certificate, (b) a special education major, and (c) possess 2nd language proficiency in one of the target languages served. This group needs to complete the portion of the program that addresses the special education needs of languages minority LEP children, the bilingual education endorsement coursework.

Group 3 - Those who have (a) an elementary teaching certificate and (b) possess 2nd language proficiency in Spanish. This group needs to complete the portion of the program that addresses both the special education and the bilingual education endorsement coursework.

From application PR #133, training participants would be served who are pursuing a masters in education in any of the following three areas:

1. Master of Education in School Administration, with an area of specialization in bilingual education (Special/English);

2. Master of Education Master Teacher, with an area of specialization in Bilingual Language Arts (Spanish/English); and

3. Master of Education Master Teacher, with an area of specialization in Bilingual Education/Special Education (Spanish/English).

These training participants enrolled are building upon the already acquired B.A. in Bilingual Intercultural Education.

From application PR #145, three groups were identified to be served. Participants selected would be pursuing the Bilingual Education/Special Education (Spanish/English) and (Pacific Asian languages/English) Endorsement.

Group 1 - Those who have (a) an elementary teaching certificate and (b) a bilingual education major. This group is in need of completing the portion of the program that addresses the special education needs of language minority children (Spanish/English or Pacific Asian) and the special education sequence coursework.

Group 2 - Those who have (a) an elementary teaching certificate, (b) a special education major, and (c) 2nd language proficiency in one of the target languages served. This group is completing that portion of the program that addresses the special education needs of language minority children and the bilingual endorsement coursework.

Group 3 - Those who have (a) an elementary teaching certificate (b) a special education major, and (c) 2nd language proficiency in one of the target languages served. This group is completing that portion of the program that addresses both the special education and the bilingual education endorsement coursework.

Budget/Project Workscope

With a total of 125,000 awarded to the grantee for its first year of operation, the grantee revised its 1st year project workscope to participants pursuing either a:

1. Master of Education in School Administration with an area of specialization in Bilingual Education (Spanish/English); or

2. Master of Education Master Teacher, with an area of specialization in Bilingual Education/Special Education (Spanish/English)

In addition, the grantee decided to limit the project to the Hispanic component during its first year of implementation. (See attachment 1)

The revised project workscope and budget dated August 20, 1984 is on file with both the program and grant offices based on negotiations which took place in early August.

The grant award supported a full-time project director/curriculum Specialist (Spanish language) and 3/4 time project secretary. In addition, the grant provided student support funds to support twenty (20) full-time participants.

(a) Tuition - 20 f/t students x 3 quarters x $486/qtr.

(b) Books - 20 students x 3 qtrs. x $50/qtr.

(c) Stipends - 20 students x 9 months x $186.90/mo. = $65,802

Second Budget Period - Revised workscope and budget approved.

Additional funds were provided to the grantee to reinstate the Pacific Asian language(s) component which was deleted the first year due to the lack of funds to implement this new training component which included curriculum development activities. The personnel positions were revised as listed below.

1. 1/2 Project Director
2. 1/4 Curriculum Specialist (Spanish Language Component)
* 3. 1/2 Curriculum Specialist (Pacific Asian Language(s) Component)
4. 3/4 Secretary

* new -- added the 2nd budget period.

Student support funds were also increased to accommodate the Pacific Asian language students. The following was approved:

a. Tuition	-	35 students	x 3 qtrs.	x $486.00/qtr.	
b. Books	-	35 students	x 3 qtrs.	x $50/qtr.	
c. Stipends	-	20 students	x 9 mos.	x $200/mo.	
				=	$92,280

Findings

1. Dr. Minerva Lopez-Caples serves as the half-time project director as well as the quarter-time curriculum specialist for the Hispanic component. She has been the director of the project since the project was initially funded in September 1984. During the first budget period, she was support by the Title VII grant on a half-time basis. The half-time curriculum specialist for the Asian language component had not been hired to date.

2. Mrs. Marilyn Thompson is serving as the three-quarter time project secretary.

3. Program participants include five full-time and fifty-seven part-time students. Language groups represented are: Spanish, Chinese, Laotian, Cambodian and Hmong.

4. Participants were taking program coursework at one of the following campus sites: (1) the main campus at Ellensburg, (2) the Columbia Basin College Extension Center and (3) Yakima Valley Community College Extension Center; and (4) Bryant Elementary School in Seattle (Pacific Asian students only).

5. At the meeting held with the Pacific Asian students in Seattle, several students felt they were deficient in their English language speaking ability. Several students asked if they could take classes that would assist them to improve their English language oral skills as part of the Title VII training program. After these students spoke, the remaining students agreed with them on their need to improve their English language skills. Based on this discussion, I recommended to Dr. Ron Osorio Caples who accompanied me to Seattle that he look into finding appropriate classes in the Speech and English departments that would assist these students in improving their English oral skills. Dr. Caples stated he would pursue this recommendation with Dr. Minerva Lopez-Caples when he got back to campus.

6. The bilingual coursework for the Hispanic component was developed and from what I observed, the coursework was institutionalized. Due to my short stay, I did not spend time discussing or reviewing the curriculum development activities for the Hispanic component.

7. Very little had taken place with respect to curriculum development for the Pacific Asian component. The university has been unable to recruit a person with the needed qualifications for the approved part-time position.

Based on our discussion concerning the position, my recommendation was to have CWU submit a written request including the justification to eliminate the 1/2 time Pacific Asian curriculum specialist position under personnel. In such a request, the grantee should request the Department of Education officials to allow the curriculum development activities needed for the Pacific Asian language(s) component to be accomplished through the use of consultants. Since five different language groups are being served, it was not possible to find a part-time person who could develop curriculum materials for each of these language groups.

I found both Dr. Applegate, the dean, and the department chairperson, Dr. Brooks, who oversee the bilingual teacher education programs to be very supportive of the the bilingual training programs. They were extremely well informed and knowledgeable of the Title VII training programs. Both individuals were pleased with Dr. Minerva Lopez-Caples' performance as project director. They both commented they had recommended Dr. Lopez-Caples be placed on a tenure track position due to her fine performance and their interest in institutionalizing the programs. Dr. Applegate and Dr. Brooks also spoke highly of the programs with respect to assisting them meet the training needs in the area and building their capacity to strengthen their overall teacher education effort. Both individuals also stated how helpful the student support funds were in assisting them to recruit students for the programs.

9. A three-year schedule of course offering has been established for the Pacific Asian component. This was done so that the Pacific Asian participants could complete their endorsement and/or certification program within this time period since they are all part-time students.

10. Native language support for the Hispanic component was excellent. The Spanish language was infused in the necessary bilingual education coursework. The university has Spanish bilingual faculty members (Spanish/English) in the education department to support the training program offered. There also appeared to be good coordination with the foreign language department to insure that participants develop the appropriate native language skills.

11. I found little native language support for the Pacific Asian language(s) component. None of the current faculty involved in the bilingual teacher education program are proficient in any of the languages represented in this component. My discussion with these students revealed there was very little native language support provided. To date, Dr. Gregory Chan, the director of bilingual/ESL education for Seattle Public Schools had been hired for several courses on an adjunct basis. He is both proficient in one of the native languages represented in the group and extremely familiar with all the other Pacific Asian languages. Due to the numerous languages represented and the need to insure

that all participants acquire native language proficiency, I recommended to the program the need to strengthen their native language support for the Pacific Asian component.

Some of the bilingual education courses necessitate the demonstration of native language proficiency. Since there is no one on the current faculty who is proficient in these languages, there is a need to make special arrangements to remedy this weakness. My recommendation to Dr. Caples was to have the project hire native language consultants on a part-time as needed basis to provide native language support in the courses which require that students demonstrate native language proficiency. In this way, whenever a student must develop a lesson in a specific content area or class presentation, in their native language, the project has someone who can evaluate the students work and/or performance in the native language. Dr. Ron Caples stated he would discuss this recommendation further with the director and other university officials.

12. The project director has established an excellent recordkeeping system with respect to each project participant's status. Thorough and current information was recorded for the Program Student Evaluation Form relative to their: (1) language proficiency assessment, (2) completion of required coursework and grades given, (3) field placement and (4) financial assistance provided.

13. A Bilingual Education Program Advisory Committee (BEPAC) was established by the university to oversee the implementation and progress of bilingual teacher preparation programs. This is a unique feature which is rarely found in other Title VII training programs. This committee is composed of faculty members from various departments involving in teacher education preparation including several department chairpersons.

    Having observed one of their meetings during the visit as well as reviewing copies of minutes from previous meetings, I am impressed with excellent coordination and communication taking place amongst the various departments involved in bilingual teacher training. I was particularly impressed with the student selection criteria established by the committee for program participation. In addition, the committee reviews the progress of each program participant. Only students who meet the criteria established by the committee for satisfactory progress for program participation are recommended for continued assistance under the grant.

14. Discussions with program officials indicate excellent placement of program graduates. The program is well known in the region for producing high caliber bilingual teachers.

Concerns

1) The approved application called for all training participants to have a teaching certificate as a prerequisite. My meetings with project staff and the Pacific Asian students revealed that the

Pacific Asians did not have teaching certificates. This was due to the fact that these students have been unable to acquire their academic records from their home countries to document the degrees and teaching certificates. All of them have written to their home countries requesting such information, but to date have not received any responses. Due to this situation, CWU is not able to give these students credit for their teaching certificates or for any coursework above the B.A. level.

My recommendation to CWU to rectify this situation in order to keep the grantee in compliance with the approved application was to have them request approval to amend their project workscope. They should request that the prerequisite of having an elementary and secondary teaching certificate be deleted for the Pacific Asian language(s) component. This revision would allow the Pacific Asian students who are working as teaching assistants for Seattle Public Schools to continue in the program and acquire their teaching certificates.

2) The approved application for the second budget period called for assisting thirty-five (35) full-time students with tuition support (35 f/t students x $486./qtr. x 3 qtrs.) and book support (35 f/t students x $50/qtrs. x 3 qtrs.) In addition, twenty of these students were identified to be assisted with a stipend at a rate of $186/month x 9 months.

My visit revealed that the project was only able to recruit five f/t students. The remaining tuition and stipend funds were used to provide tuition payments for part-time students. Currently, fifty-seven (57) part-time students are participating in the program in addition to the five full-time students. My recommendation to the director was to have her notify the grants specialist and project officer as soon as possible when there is a need to revise the number and type of students to be trained under the program than what was originally approved. Such a notification should include a request to approve a change of this nature. The change to support part-time students constitutes a significant shift in the way students are supported with Title VII funds and the length of time needed to complete their degree or certification program. The shift to support part-time students involves a substantial portion of their grant award provided for students $92,230 now being used for tuition. In addition, the grantee should submit a revised budget which adequately reflects: 1) how students are being trained--part-time or full-time, 2) the actual number being trained, and 3) the type of assistance from Title VII they are receiving.

3) Review of the grantee's evaluation report submitted, for the first budget period of their 3-year project period revealed that one of the three specialization areas which was to be deleted from the project workscope based on an agreement reached with university officials during negotiations was offered during the first year. This area was Master of Education Master Teacher, with an area of specialization in Bilingual Education Languages Arts: English/

Spanish. According to the data found in Table 9 (pages 43-45), participants were given the option of Language Arts or Special Education under the Master of Education Master Teacher Track. This specialization area was however, approved in the continuation application for the second budget period.

The grantee should have requested approval to revise their first year project workscope to reinstate the specialization which was deleted at negotiations. It was deleted only due to the lack of funds which were needed to support the entire proposed workscope. It could have been easily reinstated in their first year workscope based on the grantee stating in such a request that they could offer the specialization with the grant amount funded. The grantee was not aware of the need to request written approval for such a revision since the specialization was deleted only because of the limited level of funding provided.

Due to late notification of the grant award, the grantee was not able to recruit the number of participants as projected in each of the approved specialization areas. Thus, unobligated student support funds were available to assist participants interested in pursuing the specialization area that was deleted from the workscope.

No corrective action is necessary, due to the circumstances involved. However, if the grantee plans to deviate from the negotiated workscope, the grantee should submit a written request for such a revision.